DOCUMENT RESUME

ED 060 442 AC 012 461

AUTHOR Osborn, William C.; And Others
TITLE Development of a Program of Instruction for WIN Employability Orientation. Final Report.
INSTITUTION Human Resources Research Organization, Alexandria, Va.
SPONS AGENCY Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
PUB DATE Feb 72
NOTE 182p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Curriculum Guides; Effective Teaching; Evaluation Methods; *Instructional Programs; Job Skills; *Labor Force Nonparticipants; Manpower Development; *Orientation Materials; Skill Development; Student Behavior; Teaching Techniques; Trainees; Training Objectives; *Vocational Aptitude; *Vocational Counseling

ABSTRACT

This report describes the development of a flexible model program of instruction that included curriculum elements, training objectives, instructional methods and procedures, and measures for evaluating both individual trainee needs and training achievement for Work Incentive Orientation Training. The research is part of an effort to prepare unemployed people for job entry. The instructional program covers 18 major areas of employability orientation; a small study of the effectiveness of training in one of the areas--vocational assessment--is reported herein. (Author)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Technical
Report
72-3
HumRRO-TR-72-3

HumRRO

ED 060442

Development of a Program of Instruction for WIN Employability Orientation

William C. Osborn, G. Gary Boycan, and
Donald F. Haggard

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street • Alexandria, Virginia 22314

February 1972

Prepared for
U.S. Department of Labor
Manpower Administration

AC012461

Technical
Report
72-3

Development of a Program of Instruction for WIN Employability Orientation

William C. Osborn, G. Gary Boycan, and
Donald F. Haggard

HumRRO Division No. 2
Fort Knox, Kentucky

HUMAN RESOURCES RESEARCH ORGANIZATION

February 1972

This report was prepared for the Manpower Administration, U.S. Department of Labor, under research and development Contract No. 51-49-70-06 authorized by the Social Security Act. Since contractors performing such work under Government sponsorship are encouraged to express their own judgment freely, the report does not necessarily represent the Department's official opinion or policy. Moreover, the contractor is solely responsible for the factual accuracy of all material developed in this report.

The Human Resources Research Organization (HumRRO) is a nonprofit corporation established in 1969 to conduct research in the field of training and education. It is a continuation of The George Washington University Human Resources Research Office. HumRRO's general purpose is to improve human performance, particularly in organizational settings, through behavioral and social science research, development and consultation.

Published
February 1972
by
HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street
Alexandria, Virginia 22314

BIBLIOGRAPHIC DATA SHEET	1. Report No. HumRRO-TR-72-3	2.	3. Recipient's Accession No.
4. Title and Subtitle DEVELOPMENT OF A PROGRAM OF INSTRUCTION FOR WIN EMPLOYABILITY ORIENTATION			5. Report Date FEB 72 6.
7. Author(s) William C. Osborn, G. Gary Boycan, and Donald F. Haggard			8. Performing Organization Rept. No. TR 72-3
9. Performing Organization Name and Address Human Resources Research Organization (HumRRO) 300 North Washington Street Alexandria, Virginia 22314			10. Project/Task/Work Unit No. 11. Contract/Grant No. DL 51-49-70-06
12. Sponsoring Organization Name and Address U.S. Department of Labor Manpower Administration Office of Research and Development 1111 20th St., N.W., Washington, D.C. 20210			13. Type of Report & Period Covered Final Report 14.

15. Supplementary Notes

Research performed at HumRRO Division No. 2, Fort Knox, Kentucky 40121

16. Abstracts

This report describes the development of a flexible model program of instruction that included curriculum elements, training objectives, instructional methods and procedures, and measures for evaluating both individual trainee needs and training achievement for Work Incentive Orientation Training. The research is part of an effort to prepare unemployed people for job entry. The instructional program covers 18 major areas of employability orientation; a small study of the effectiveness of training in one of the areas—vocational assessment—is reported herein.

17. Key Words and Document Analysis. 17a. Descriptors

* Education
* Employment
* Job analysis
* Orientation training
* Personnel development
* Personnel selection
* Transfer of training
* Work measurement

17b. Identifiers/Open-Ended Terms

Adult education	Job orientation	Work attitudes
Culturally disadvantaged	Job training	Work Incentive Program
Curriculum design	Teaching methods	Work skills
Curriculum development	Training objectives	
Employability	Vocational assessment	

17c. COSATI Field/Group 05 09 Behavioral and social sciences Personnel selection, training, and evaluation

18. Availability Statement	19. Security Class (This Report)	21. No. of Pages
Distribution is unlimited. Available from National Technical Information Service, Springfield, Va. 22151	UNCLASSIFIED	180
	20. Security Class (This Page) UNCLASSIFIED	22. Price

PREFACE

This report results from a study conducted by the Human Resources Research Organization for the U.S. Department of Labor. The objective of the study was to provide a flexible model of a program of instruction for WIN Orientation Training and to estimate the training effectiveness of one section of the program concerned with vocational assessment. The study was based upon a nationwide survey of WIN teams to determine the employability needs of enrollees. Critical needs were then stated as training objectives and a flexible model program was developed to provide instructional goals, methods, procedures, and tests for 18 training topics. The program is published separately as an instructors' manual. Finally, a section of the program dealing with vocational assessment was presented in a WIN program to estimate its effectiveness and to determine the capability of the WIN instructor in utilizing the program guides.

The study was performed by HumRRO Division No. 2, Fort Knox, Kentucky, under the sponsorship of the Manpower Administration, U.S. Department of Labor (Contract No. 51-49-70-06). Dr. Donald F. Haggard, Director of the Division, was the Project Director; Mr. William C. Osborn was the Principal Investigator. The project staff included Mr. G. Gary Boycan, Dr. Ronald W. Spangenberg, Mr. John D. Engel, Mr. Willard H. Pratt, and Mr. Eugene H. Drucker.

Appreciation is expressed to the Regional Manpower Administrators, their WIN Specialists, and the State WIN Coordinators for assisting in the delivery and return of numerous mail questionnaires; to the local WIN teams for providing a conscientious and studied evaluation of long lists of trainee needs; and to the staff of the Louisville Employment Service WIN Program for providing valuable guidance during the planning and progress of the study.

Meredith P. Crawford
President
Human Resources Research Organization

SUMMARY AND CONCLUSIONS

PROBLEM

As part of an effort to prepare the unemployed and unemployable for job entry, the WIN Program is endeavoring to improve its employability orientation component. The effectiveness of this component has been in question, but evaluation is difficult without a better understanding of the precise objectives it is to meet. Moreover, wide variation in the degree and methods of use of Orientation Training by WIN Projects has been noted; thus, systematically developed guidelines were needed.

OBJECTIVES

This study was to produce specific guidelines for use by the WIN Project staff in developing and conducting their Orientation Training. The guidelines were to take the form of a flexible, model program of instruction that included curriculum elements, training objectives, instructional methods and procedures, and measures for evaluating both individual trainee needs and training achievement. General guidance was to be provided for implementation of the proposed program. In addition, a small study of the effectiveness of training in vocational assessment was to be conducted.

APPROACH

The study began with an analysis of WIN goals from which preliminary estimates of trainee performance requirements were inferred. These performance requirements were then presented for evaluation to the WIN staff on a nationwide basis. Results of the survey were used in further refining estimates of training needs, and in preparing training objectives from which development of an instructional program proceeded. Detailed instructional goals, methods, procedures, and tests were prescribed. In addition, specific guidance was developed for selecting and organizing instructional units based on enrollee training needs. As a final step, instructional units pertaining to vocational assessment were tested on a sample of Orientation trainees.

RESULTS

The study produced an instructional program covering the following 18 major areas of employability orientation:

- Food
- Clothing
- Health
- Child Care
- Family Relations
- Money Management
- Community Resources
- Self Concept
- Vocational Goals
- Grooming and Hygiene
- Job Searching
- Job Application
- Test Taking
- Job Interviewing
- Job Assessing
- Job Performance
- Employee Relations
- Company and Union Policies

From one to nine instructional units were developed for each area. The instructional units contained:

- Terminal training objectives with component skills and knowledge.
- Instructional goals.
- Recommended instructional methods and media.
- Suggested instructional procedures.
- Illustrations of selected training materials.
- Trainee performance tests.
- Content references.

To assist project administrators in planning local Orientation Training the following were provided:

- A summary of enrollee training needs of demonstrated nationwide relevance.
- A pretest of enrollee training needs covering 11 of the 18 areas.
- A suggested instructional sequence scheduling the 59 instructional units over a 20-day orientation period.

A small field test of the vocational assessment training produced little overall improvement in enrollee job selection capability, with the exception of a significant increase in awareness of personal strengths and weaknesses. However, the training did appear to provide the knowledge of personal and job characteristics required to actively, and effectively, participate with the WIN Counselor during the vocational selection decision process.

CONCLUSIONS AND IMPLICATIONS

It should be noted that the present study was basically developmental and that the products, with the exception of the vocational assessment units, were not field-tested. Therefore, few empirically based conclusions and implications can be drawn. However, during the course of the study, HumRRO scientists visited local WIN Projects, spoke with the staff in others, and received considerable descriptive information concerning Orientation Training programs from across the country. On this basis, many impressions were formed, which, while subjective, are worthy of mention. These are presented as observations following the empirically based ones below.

Conclusions Based on Formal Findings of Study

- Program characteristics vary widely but the "typical" Employability Orientation component includes 13 enrollees who spend 5 hours per day over 12 days of training.
- Orientation instructors, while having Employment Service classifications, have had very little training or experience in vocational counseling or enrollee characteristics. Nor are they experienced instructors. The former lack appears to be lessening through in-service training programs and part-time educational activities, however, a definite lack of training relevant to instructional methods and practices appears to continue.
- There is a dearth of administrative systems with respect to the training itself. Programs of Instruction consist mostly of sketchy subject matter lists and few

efforts are made toward evaluating training effectiveness. As a result there is little consistency in instruction or continuity between instructors and quality control is difficult, if not impossible.

- Most programs are based upon presumed trainee needs, although there has been little attempt to determine the validity of these presumptions. Furthermore, needs have not been translated into firm instructional objectives. For example, many programs state a need for instruction in such topics as law enforcement, health practices, and child care. Specialists in these areas (e.g., policemen, doctors, social workers) are obtained to provide this instruction. However, without explicit objectives to provide guidance for the presentation, much of the instruction is irrelevant to the stated needs of the enrollee.
- Orientation training needs of greatest nationwide importance are the areas of self-esteem, desire to obtain employment, awareness of personal strengths and weaknesses, job application, and awareness of work standards.
- Areas of lowest need include securing food stamps or surplus commodities, finding a suitable place to live, securing medical services, transportation (other than in relation to job travel), and grooming (other than as a specific work standard).
- Most programs are heavily oriented toward a lecture presentation of information—a most ineffective training method for this type of trainee. Instruction based on small group discussion-conference methods is likely to be much more effective.
- Instruction is now chiefly concerned with providing information. Little instruction is given in the use of that information. It was indicated that, for many areas, enrollees possess much of the information but need instruction in methods for using the information and practical exercise with these methods.
- Use of instructional procedures developed in this study for vocational assessment may lead to improved enrollee awareness of personal strengths and weaknesses. This appears to provide both a basic knowledge and motivation to participate actively in vocational assessment.
- On the basis of the trial implementation of vocational assessment units, it appears that the instructional program can be easily utilized by Orientation instructors. However, as with most innovations, some technical assistance and motivation may be necessary.

Impressions Based on Informal Observations During Study

- Overall, enrollee groups were composed of equal numbers of volunteers and recruits. Regardless of the reason for entering the program, however, most enrollees were highly motivated toward obtaining training and later employment—they did have a desire to work. However, one might question the validity of such a desire for an enrollee with no previous work experience and therefore no basis for knowing specifically what "to work" actually means. It would seem necessary that, as this knowledge is provided in the various components of the WIN program, an accompanying, organized effort be made to maintain the desire to work at this initially high level.
- A significant ingredient that appears to be lacking in Orientation Training is an exposure to *positive* aspects of employment. Enrollees are given ample exposure

to what they must surely view as negative aspects of the work environment—punctuality, observing work rules, following instruction, and so forth—but training is not expressly engineered to allow them to experience any positive benefits of work, such as pay, respect, or accomplishment. From the standpoint of effective learning, this would seem imperative for trainees with little actual work experience.

- Substantial increases in trainee participation and responsibility in the instructional process should improve motivation and, hence, achievement.
- Unless special training has been given WIN instructors, it is doubtful that they can effectively use small group training techniques. Considering the importance of these techniques to many areas of Orientation, it would be advisable for instructors to receive such special training.
- The possibility should be explored of using enrollees, who have completed Orientation and are in a holding status, as assistant instructors. They should be most useful in facilitating an early group acceptance of and involvement in an interactive training environment. Also, the possibility should be explored of using them where appropriate as peer instructors—an approach that can benefit both peers, trainee and trainer.
- A special Orientation Training program should be designed for the functionally illiterate. The program developed here assumed functional literacy (read and write at fifth-grade level or above). If illiterate enrollees are allowed to enter, they will likely fail—an all too familiar experience for them and one that subverts the program.

CONTENTS

Chapter		Page
1	**Introduction**	3
	Background	3
	Objectives	4
	Procedures	4
2	**Analysis of Orientation Training Goals and Enrollee Behavioral Requirements**	6
	Procedure	6
	Results	7
	Orientation Training Goals	7
	Tentative Areas of Activity and Enrollee Behavior	8
	Supporting Skills and Knowledge	9
3	**Survey of Orientation Training Needs**	13
	Procedure	13
	Construction of the Survey Questionnaire	13
	Administration of the Survey Questionnaire	15
	Results	16
	Critical Enrollee Behaviors	16
	Personal Goals	17
	Supporting Behavioral Requirements Data	17
	Characteristics of Orientation Training Components	18
4	**Behavioral Objectives**	19
	Procedure	19
	Terminal Objectives	19
	Enabling Requirements	20
	Results	21
5	**Instructional Programs**	22
	Development of Instructional Modules	22
	Procedure	22
	Results	24
	Curriculum Planning Guidelines	28
	Procedure	28
	Results	28
6	**Evaluation Instruments**	32
	Development of an Enrollee Pretest	32
	Procedure	32
	Results	33
	Development of Trainee Performance Tests	33
	Procedure	33
	Results	34

Chapter Page

7 Training for Vocational Assessment: A Study of Instructional Effectiveness 35
Background 35
Experimental Study of Effectiveness of Instruction 36
Procedure 36
Results and Discussion 38
Summary 41

Literature Cited 45

Appendices

A Preliminary List of Enrollee Behaviors and Knowledge and Skill Requirements 47
B Survey Questionnaire 69
C Median Ratings of Behaviors as Training Needs 104
D Revised List of Personal Goals 119
E Terminal Objectives and Enabling Requirements for WIN Orientation Training 121
F Sample Evaluation Instruments: Checklists From the Pretest and Specimen Performance Tests 141
G Instructional Units for Vocational Assessment Training 146
H Evaluation Instruments for Vocational Assessment Training 166

Figure

1 Orientation Training Goals 7

Tables

1 Activity Areas and Enrollee Behaviors 10
2 Regional Distribution of Survey Questionnaires 15
3 Overview of Instructional Units and Suggested Schedule 25
4 Summary of Nationwide Orientation Training Needs 29

Development of a Program of Instruction for WIN Employability Orientation

"To be important someday to someone"
—Goal expressed by a WIN enrollee

Chapter 1

INTRODUCTION

BACKGROUND

The Work Incentive Program (WIN) was established in accordance with the provisions of Title IV, Part C, of the Social Security Act (1). Under this act, the Secretary of Labor is charged with the responsibility of establishing work incentive programs that provide the following priorities of service to Assistance to Families with Dependent Children (AFDC) recipients referred to the Employment Service by Public Assistance:

(1) To locate suitable employment or on-job training opportunities for individuals identified as job ready.
(2) To ensure the necessary form of training, ranging from general work orientation to specific skill training, that is likely to lead to regular employment.
(3) To provide employment opportunity through specialized work projects for individuals for whom jobs in the regular economy cannot be developed.

Before entering one of these components, provision is made for enrollees to begin their WIN participation with two to four weeks of Orientation Training. In this component they may receive a variety of employability-related topics, including job interviewing, application writing, employer - employee relations, grooming and hygiene, and vocational assessment.

Early administrative (2) and technical (3) guidance was provided to help WIN Projects establish Orientation Training; however, indications are that the training is neither widely nor effectively used (4). At the time this observation was made, many WIN Projects were still in the formative stage and administrative preparations for delivery of the three priority services were foremost, which may account for the limited use of Orientation Training. Lack of effective use is another matter.

Ineffective training is attributable to one of two causes: It is either being poorly conducted, or it is covering the wrong topics. Which is the case for WIN Orientation is still a matter for speculation. A major difficulty lies in attempting to separate the two. Remedial actions may be focused on improved delivery of training by increasing resources, upgrading instructors, improving methods, or extending training time. If training is being directed at unimportant or irrelevant skills, little benefit will be forthcoming in terms of ultimate job achievement of trainees. Clearly, any effort to improve training should begin by verifying the relevance of training content.

Relevant content for employability training is obviously a source of mixed opinion. Most programs differ to some degree, and a few to a wide degree. Three general themes seem to account for most of the variation among employability orientation programs, particularly for the disadvantaged or so called "hard-core": (a) vocational assessment, which is to enable trainees to choose and follow a realistic vocational path; (b) world-of-work training, which focuses on the development of specific skills necessary for successful entry to the job environment; and (c) self concept development, which (based upon the well-documented relationship between self-esteem and achievement, 5, 6, 7) attempts to increase chances of a successful adjustment to the work environment by enhancing self-esteem. Empirical evaluations of these approaches are difficult to find, although one

study comparing the latter two concluded that direct work-related orientation was more successful than a quasi-therapeutic problem-related orientation (8). The issue may not be which approach is better, because all can be persuasively defended on theoretical grounds. Rather, it is likely that some combination would prove the most effective, or that approaches may be differentially suited to various types or levels of the disadvantaged population.

Before training techniques can be seriously debated, it is necessary to first define—in terms of explicit trainee behaviors—just what the objectives of training are. A developmental approach that has been widely demonstrated in a variety of training and educational settings (9, 10) is based upon a growing awareness of the importance of identifying the skills, knowledge, and attitudes that underlie or enable the demonstration of successful performance in any endeavor. The usefulness of this approach in the design of training for low aptitude or marginally trainable populations has been investigated (11). Individuals possessing a higher level of education and more cultural experience can adapt to the job environment more easily because they can generalize, and often have a broader base of experience from which to do so. Thus, they can anticipate or infer underlying requirements of the job without having them made explicit. On the other hand, the slower, less educated, and culturally inexperienced individual does not have this capacity. Therefore, it becomes imperative that no aspect of the job environment, implicit or otherwise, be overlooked in preparing this individual for employment.

Success of the WIN Program will depend largely upon realizing the potential value of Orientation Training. Improvements must begin with a broad analysis of Orientation Training needs, proceed through a careful analysis of enrollee performance requirements deriving from these needs, and culminate in the development and evaluation of techniques to meet these needs.

OBJECTIVES

The purpose of the present study was to develop specific guidelines for WIN Orientation Training. Guidelines were to encompass the development of a flexible "model" program of instruction that included training objectives, proposed curricula, recommended methods of training, instructional outlines, and measures for training evaluation. Training method recommendations in the area of vocational assessment were to be supported by an independent study of their effectiveness in exposing enrollees to the analysis and selection of jobs.

PROCEDURES

The work was carried out in six interrelated phases:

(1) WIN Program goals and goals of the Orientation Training component were analyzed in an effort to determine a conceptual basis for deriving subject matter areas and preliminary estimates of enrollee performance requirements.
(2) Next, these performance requirements were presented for evaluation by experienced WIN staff in a nationwide survey of Orientation Training needs.
(3) Survey results indicating important enrollee training needs were then used in the formulation of terminal training objectives and enabling skill and knowledge requirements.
(4) Terminal training objectives were translated into instructional goals that guided the development of instructional methods and procedures. Also in

this phase, guidelines were prepared for determining curriculum needs at the local level.

(5) Based upon the training objectives, instruments were then developed for use in training evaluation. These included both pretests of enrollee training needs and post-training performance tests of trainee achievement.

(6) The instructional package developed earlier for vocational assessment was empirically tested on a sample of local Orientation trainees.

Specific procedures for accomplishing each phase of the study are discussed in this report. The remaining six chapters in the report correspond to phases of the study mentioned.

Chapter 2

ANALYSIS OF ORIENTATION TRAINING GOALS AND ENROLLEE BEHAVIORAL REQUIREMENTS

To begin the definition of objectives for WIN Orientation Training, it was necessary to look at the broad goals of the WIN Program, and from this vantage, to obtain a perspective on the Orientation Training Component and its goals. This type of approach ensures that the detailed training requirements later emerge as functional derivatives of overall WIN Program goals.

The initial stage of the project was to:

(1) Identify Orientation Training Goals, which would provide a conceptual framework for the identification of subject matter areas and specific enrollee behavioral requirements.

(2) Develop a Preliminary List of Behavioral Requirements, which could then be further analyzed and evaluated by WIN specialists nationwide as a basis for preparation of training objectives.

PROCEDURE

This diagram illustrates the sequence and scope of analysis carried out in the initial stage of the project.

WIN PROGRAM GOALS

↓

ORIENTATION TRAINING GOALS

↓

ACTIVITY (SUBJECT MATTER) AREAS

↓

ACTIVITIES (TRAINEE BEHAVIORS)

↓

SKILL, KNOWLEDGE AND ATTITUDE REQUIREMENTS

The first three levels of analysis were accomplished primarily through a review of program guidelines contained in U.S. Department of Labor (DOL) and U.S. Department of Health, Education, and Welfare (HEW) documents (2, 12), and, secondarily, through discussions with WIN specialists in Kentucky. Orientation goals were identified and their content analyzed to determine the general learner experiences encompassed by each. Based on these judgments, specific subject matter areas were identified and grouped in terms of the broad goals toward which training content should be directed.

The last two levels of analysis (activities and skill, knowledge and attitude requirements) began with reviews of a wide variety of substantive literature[1] pertaining to subject matter areas. Lists of activities and enabling requirements identified in this manner were then evaluated and revised through interviews with state and local WIN specialists in Kentucky.

[1] These were chiefly "how-to-do-it" pamphlets and books published by various governmental and private organizations. Many are listed as references in a companion report for this project, "An Instructional Program for Employability Orientation" (13).

RESULTS

Orientation Training Goals

Desired outcomes, both stated and implied, of the WIN Program were identified through an examination of program policies and operations at the federal, state, and local levels. In considering a useful way of organizing the outcomes into goal statements, certain guidelines were followed:

- The goal statements should make it possible to account for all program activity related to Orientation Training.
- Goal statements need not account for program activity outside the Orientation Training component.
- Goal statements must reflect desired impacts on the enrollee that are in any part to be achieved through Orientation Training.
- Goal statements should lead to a minimum of overlap of implied behavioral areas.
- Goal statements must be meaningful to WIN staff members.

Although there no doubt are other ways of organizing to reach the implicit and explicit outcomes of WIN Orientation Training, the goal statements shown in Figure 1 appeared to meet the guidelines. An overall goal and four subgoals were proposed. The implied relationship among subgoals is also indicated in Figure 1—first, the enrollee must be able to cope with the home environment; then be able to realistically assess her or his vocational goals; then be able to obtain an appropriate job; and, finally, be able to perform successfully within a vocation. From this conceptual framework, it was possible to begin identifying activity or subject matter areas along with component behaviors that should be required of WIN enrollees on completion of Orientation Training.

Orientation Training Goals

Overall Goal

Increase awareness, understanding and development of attributes, other than job skill, which are necessary to obtain and, commensurate with ability, hold a job and advance within a career field.

Subgoal I

To enable an enrollee to meet home and family responsibilities so that he is able to attend to the demands of employment.

Subgoal II

To enable an enrollee to develop an understanding of factors affecting career choice and to acquire attributes prerequisite to the attainment of employment goals.

Subgoal III

To enable an enrollee to seek and obtain full-time employment appropriate to capabilities and career expectations and interests.

Subgoal IV

To enable an enrollee to sustain employment and, commensurate with ability, advance within a chosen field.

Figure 1

Tentative Areas of Activity and Enrollee Behavior

For convenience in identifying a preliminary list of enrollee behaviors required in meeting Orientation Training goals, the concept of "areas of activity" was introduced. An area of activity was intended to encompass all activities relating to a particular subject matter that appeared to have relevance to one or more of the Orientation goals. Although such activity groupings are not in themselves essential to defining training needs, they serve the purpose of partitioning into manageable segments the task of identifying specific enrollee behavioral requirements. The areas of activity that were established were based primarily on existing definitions of relevant subject matter as contained in the WIN guidelines. Changes were made only to the extent necessary to ensure that each area of activity represented:

- A category of behavior familiar to WIN staff members
- A homogeneous grouping of behaviors with a common functional theme
- Minimum overlap with other areas of activity

Twenty-two areas of activity were tentatively identified by subgoal:

Subgoal I	Subgoal II	Subgoal III	Subgoal IV
Food	Self Concept	Job Searching	Job Performance
Clothing	Vocational Goals	Job Application	Employee Relations
Residency	Personal Hygiene	Test Taking	Company Policies
Health	Grooming	Interviewing	Union Policies
Child Care		Job Assessment	
Family Relations			
Money Management			
Transportation			
Community Resources			

The identification of required enrollee behaviors was based on these 22 areas of activity. Within an activity area, specific behaviors were identified and stated in such a manner that each:

- Delimited a meaningful and measurable unit of performance.
- Described what the enrollee/trainee must be able to do.
- Related to the enrollee/trainee rather than to the instruction or the instructor.
- Appeared meaningful to representative members of the WIN staff.

Analysis of activity areas by training analysts resulted in the tentative identification of 60 behaviors, each of which fell into one of the following three categories (14):

(1) Specific Task. This refers to a specific activity, the performance of which has value in and of itself under a given set of conditions. It has a clear beginning and end, and is typically performed within a short period of time. Examples of specific tasks that were identified include:
   - Secure food stamps and/or surplus commodities.
   - Clean teeth, hair, and skin.
   - Supply information requested on employment application forms.

(2) Generalized Skill. This refers to a specific activity that is performed in a variety of related but not identical situations. It is a skill, for instance, that is not limited to a single set of circumstances. Examples of generalized skills that were identified include:
   - Shop comparatively for various foods.
   - Find possible places of residence.
   - Contact needed community service agencies.

(3) Generalized Behavior. This refers to a general manner of performance or way of behaving. It is not so much a skill as a way of doing things. It is similar to a personality trait, but one that can be modified through training. Acquisition of moral codes, and the internalization of values and concepts needed in real world situations, are included in this category. Examples of generalized behaviors that were identified include:

- Desire to obtain employment.
- Maintain an awareness of interviewer criteria used to evaluate potential employees.
- Establish good relationships with fellow employees.

Distinctions among these three categories are not always clear. A generalized skill may resemble a generalized behavior, or in another instance it may appear to be task specific. Despite such possible conflicts, subsequent curriculum development is benefited by attempting to state behavioral requirements in terms of performances expected of trainees at the completion of instruction.

The 60 behaviors tentatively identified are listed by activity area for the four Orientation Training subgoals in Table 1.

Supporting Skills and Knowledge

Having defined the meaningful units of performance most likely to be relevant to the enrollee on completion of Orientation Training, training analysts then identified the supporting skill and knowledge requirements. These skill and knowledge elements represent, in general, the working level components of instruction that the trainee must acquire if satisfactory performance of the required trainee behaviors is to be attained. Their derivation was based on two premises: (a) learning to read, write, and do simple arithmetic was not within the purview of Orientation Training and should serve as a prerequisite, and (b) skill and knowledge elements should be stated at a level of detail that would bridge the gap between the broader statements of required enrollee behavior and the WIN instructor who is ultimately responsible for preparing instructional content.

Following a procedure described elsewhere (15) an analysis of the 60 enrollee behaviors led to the identification of over 300 supporting knowledges and skills (Appendix A). Each represents an action element or a knowledge (factual or conceptual) element that is necessary in the course of learning to perform some required enrollee behavior. For purposes of standardization in the phrasing of skill and knowledge requirements, statements of knowledge begin "Know . . . ," and statements of skill begin "Know how to . . ."

In regard to attitude requirements, behavior may be viewed as having both a skill and knowledge component ("how to do it") *and* a motivational/attitudinal component ("willingness to do it"). However, it would be inefficient to devote training time to the "willingness to do it" aspect of each behavior. So, from the beginning of this project it was our premise that all affective or attitudinal requirements would derive from the area of self concept. If an enrollee's self concept could be improved, it was assumed that the affective element of other behaviors would also be improved. Moreover, an improvement in one's feeling of self-worth and desire for self-sufficiency depends on an awareness of psychological needs that would be fulfilled through such a change. Thus, in addition to knowledge elements derived for behaviors in the self-concept area, a list of personal goals was prepared that could be evaluated for relevance to the typical WIN enrollee, along with the other behavioral requirements identified. The purpose in obtaining information about personal goals is discussed further in Chapter 3.

Table 1

Activity Areas and Enrollee Behaviors

SUBGOAL I. To enable an enrollee to meet home and family responsibilities so that he/she is able to attend to the demands of employment.

Food: To provide a balanced diet

- Secure food stamps and/or surplus commodities
- Plan meals that are nutritionally balanced
- Shop comparatively for various foods

Clothing: To provide sufficient clothing

- Select appropriate types of clothing
- Shop comparatively for clothing items
- Maintain appearance of clothing

Residency: To sustain a place of residence

- Find possible places of residence
- Choose a suitable place of residence
- Maintain an awareness of safety hazards and standards in the home

Health: To establish good health on part of self and family members

- Secure professional medical services
- Prevent unwanted pregnancies
- Administer commonly used commercial medicines
- Maintain an awareness of sound health practices in the home

Child Care: To provide adequate child care

- Arrange to have children supervised while enrollee is in training or at work
- Evaluate the quality of care and supervision children receive

Family Relations: To establish good family relations

- Maintain an awareness of the personal needs and rights of family members
- Plan a schedule of household chores for self and family members
- Plan a schedule of joint family activities

Money Management: To effectively manage income

- Plan a budget of household and personal expenses for self and family members
- Maintain a record of household and personal expenses
- Set up a savings account
- Establish an acceptable credit rating
- Select sources of credit that are lowest in cost

Transportation: To travel

- Ride on public transportation systems
- Shop comparatively for an automobile
- Arrange for transportation in a "car pool"

(Continued)

Table 1 *(Continued)*

Activity Areas and Enrollee Behaviors

Community Resources: To secure services provided by the community

- Contact needed community service agencies
- Use community recreational and cultural facilities
- Use community educational facilities

SUBGOAL II: To enable an enrollee to develop an understanding of factors affecting career choice and to acquire attributes prerequisite to the attainment of employment goals.

Self Concept: To strengthen self concept

- Maintain an awareness of one's self-worth
- Maintain an awareness of ability to improve upon present circumstances
- Maintain an awareness of ability to make worthwhile contributions to others
- Desire to obtain employment

Vocational Goals: To establish vocational goals

- Choose between immediate employment and further full time training
- Maintain an awareness of personal strengths and weaknesses in choosing a vocational field

Personal Hygiene: To improve personal hygiene

- Clean teeth, hair and skin
- Maintain an awareness of health hazards and standards while caring for body

Grooming: To improve personal grooming

- Groom hair, nails and skin
- Maintain an awareness of body condition acceptable to others in social or work situations

SUBGOAL III. To enable an enrollee to seek and obtain full time employment appropriate to capabilities and career expectations and interests.

Job Searching: To search for a job

- Find potential job openings
- Make initial contact with potential employer

Application: To apply for a job

- Supply information requested on employment application forms
- Maintain an awareness of employer criteria used to evaluate employment application forms

(Continued)

Table 1 *(Continued)*

Activity Areas and Enrollee Behaviors

Test Taking: To take written tests

- Maintain an awareness of good test taking procedures
- Respond to multiple choice, true-false, open end question formats
- Mark answers on standardized answer sheets

Interviewing: To interview for a job

- Supply information requested in an employment interview
- Obtain information relevant to the acceptance or rejection of the position if job offer is received
- Maintain an awareness of interviewer criteria used to evaluate potential employees

Job Assessment: To assess a job offer

- Evaluate ability to meet job requirements
- Evaluate the opportunities which the job provides to meet long term vocational objectives

SUBGOAL IV: To enable an enrollee to sustain employment and advance within a chosen field commensurate with ability.

Job Performance: To perform job assignments

- Maintain an awareness of established work standards while performing assigned job tasks
- Maintain an awareness of established work standards regarding attendance and punctuality

Employee Relations: To develop good working relations

- Establish good relationships with fellow employees
- Establish good relationships with supervisors

Company Policies: To work within company policies

- Maintain an awareness of employer rights while holding a job
- Maintain an awareness of fringe benefits employees receive as compensation for work performance
- Maintain an awareness of advancement opportunities

Union Policies: To work within union policies

- Maintain an awareness of employee rights regarding working conditions on the job
- Maintain an awareness of union regulations pertaining to membership, dues and employment

Chapter 3

SURVEY OF ORIENTATION TRAINING NEEDS

The lists of enrollee behaviors and skill and knowledge components identified in the first phase of the project (Chapter 2) were considered to be only a first approximation to actual enrollee performance requirements. Before requirements could be used in developing guidelines for Orientation Training, it was essential that they be studied by WIN staff members at the operational level who had firsthand experience with the training needs of enrollees. These expert judgments were obtained by means of a nationwide survey questionnaire. The development, administration, and results of the questionnaire are described in this chapter.

The major purpose of the survey was to determine the critical behaviors that an enrollee must be able to perform on completion of Orientation Training in order to meet the goals of this portion of the WIN program. This information could then be used as the basis for proposing nationwide curriculum guidelines. Secondary purposes of the survey were to obtain information on:

- Personal goals of typical WIN enrollees.
- Skills and knowledges important to the performance of required behaviors.
- Typical conditions under which an enrollee would normally be required to demonstrate a behavior, and acceptable standards of performance.
- Local Orientation Training practices and program constraints.

PROCEDURE

Construction of the Survey Questionnaire

The questionnaire was divided into three major sections. Section 1 dealt with critical enrollee behaviors (or "Activities" as they were termed in the questionnaire). Section 2 dealt with supporting behavioral data: personal goals, skill and knowledge requirements, and performance conditions and standards. Section 3 had to do with characteristics of the local Orientation Training component.

Enrollee Behaviors. The 60 behaviors identified in the initial phase of the project were the basis for Section 1 of the questionnaire. Here, the intention was to obtain judgments of experienced WIN staff members as to the pertinence of these behaviors, and other behaviors they might add, as Orientation Training needs. Respondents were asked to rate each behavior (Activity) on three dimensions:

- How *important* accomplishment of the Activity was to the overall goal of WIN.
- How *many enrollees* could perform the Activity before entering the WIN Program.
- How *likely* it was that enrollees would learn to do the Activity during the WIN Program from a source other than Orientation Training.

Rating of an Activity was to be done separately on each dimension by writing in a number on a scale of 0 to 7 where, depending on the dimension, 0 was "one of the most unimportant," or "none of the enrollees," or "very unlikely," and 7 represented respectively "one of the most important," "most of the enrollees," "very likely." The

order in which Activities were listed was varied over questionnaires in an effort to neutralize possible sequence biases of raters. Two complete listings of the Activities were included to provide separate ratings for female and male enrollees. In both cases, space was provided for respondents to add and rate Activities that they thought should be included.

In preparing this section of the questionnaire, it was assumed that for a given Activity, the greater its importance, the fewer the enrollees able to perform it, and the lower the likelihood of learning it elsewhere, the greater the training need.

Supporting Behavioral Data. The first part of Section 2 was designed to obtain data on the type and importance of personal goals characteristic of typical WIN enrollees, the purpose being to identify likely motivational factors for use later in guiding the development of certain portions of the instructional program.[1] A tentative list of 22 personal goals included such things as: "To have a feeling of success and achievement," "To have a stable and happy family life," "To have a home or apartment with modern conveniences." (See pages 29 and 30 of the questionnaire, Appendix B.) These were provided with space for additions along with instructions for the respondent to rate each in terms of (a) importance of the goal to the typical WIN enrollee, (b) the number of enrollees who have already reached the goal on entering WIN, and (c) the likelihood that the goal can be obtained through the type of employment that enrollees normally obtain. An eight-point (0-7) scale, as described above, was used by respondents in rating the goals.

Skill and knowledge requirements were presented in the next part of the questionnaire. To keep the overall questionnaire of reasonable length, requirements for only *one* of the original behaviors were included.[2] The behavior (Activity) was presented along with its skill and knowledge components. The respondent was instructed to use the eight-point scale in rating each component as to its importance to enabling satisfactory performance of the Activity. Space was also provided for additional skill or knowledge components and their judged importance. Skill and knowledge structures of the behaviors were derived analytically in the initial phase of the study, and substantial changes were not anticipated. The primary intent was to obtain added verification as to the relative importance of skill and knowledge elements so that if it were necessary later to pare curriculum content, a priority basis would be available.

Following the skill and knowledge components for the Activity, questions were asked about (a) the types of conditions under which the behavior would have to be performed, and (b) indicators characteristic of satisfactory or unsatisfactory performance. Specifically, the respondent was asked to:

- List some important real-life circumstances over which enrollees have little control, yet which might limit their performance of the Activity.
- List some specific things that enrollees fail to do that suggest their inability to perform the Activity satisfactorily.

This information was to be used in the development of training objectives that require conditions and standards data (Chapter 4).

The last part of this section of the questionnaire was for any new Activities that may have been added in Section 1. The format was the same as in the previous part, and respondents were to write in any new Activity, add its skill and knowledge

[1] It would have been preferable to obtain ratings directly from enrollees, but because of the heavy demand on enrollees' time during the period of this study, it was believed to be advisable to use the less direct judgments of WIN staff members.

[2] With the number of questionnaires involved, it was possible to include each of the 60 behaviors at least three times—that is, at least three independent ratings were expected on all skill and knowledge requirements. Considering the purpose of these ratings, it did not appear that additional judgments would justify lengthening the questionnaire.

requirements, and provide conditions and standards information as they had done previously for the one prepared Activity.

Project Characteristics. A third and final section of the questionnaire was included to obtain a general description of the WIN Project and its Orientation Training component. In addition to requests for identifying information on the Projects, questions about enrollee characteristics and Orientation Training practices were asked. Major demographic characteristics of Projects, such as geographic location, racial composition, and rural-urban setting, were intended for use in analyzing differences in training needs. Other enrollee characteristics and local Orientation Training practices data (e.g., size and length of training classes, approximate reading level of typical enrollees, current methods of training) were to be considered as possible constraints on subsequent instructional program development.

Before mail-out, the draft questionnaire was evaluated by experienced WIN teams in Kentucky who provided suggestions for both content and format. The final version of the questionnaire is given in Appendix B.

Administration of the Survey Questionnaire

Because of the continuing growth of the WIN Program during the period of this study[1], it appeared that a representative picture of training needs could best be achieved through maximum coverage with the survey instrument. Contacts with WIN administrators at the regional, state, and, on occasion, the Project levels led to the identification of 247 WIN Projects nationwide that met the following criteria for inclusion in the survey: (a) the Project had been in operation for at least three months, and (b) it had an Orientation Training component. Authorization was received to mail questionnaires to 226 Projects. Project Directors were asked to forward the questionnaire to their most experienced WIN team. Detailed instructions for completing the questionnaire were included (Appendix B).

One hundred eighty-five usable questionnaires were returned. The number of mail-outs and returns is shown by Manpower Administration Region in Table 2.

Table 2

Regional Distribution of Survey Questionnaires

Manpower Administration Region	Approximate Number of Established Projects With Orientation Training Components	Number of Questionnaires Mailed[a]	Number of Usable Questionnaires Returned	Return (Percent)
1	12	12	7	58
2	27	27	22	81
3	26	26	26	100
4	32	32	28	87
5	51	51	40	78
6	26	26	21	81
7	14	14	11	78
8	17	17	15	88
9	32	11	8	73
10	10	10	7	70
Total	247	226	185	82

[a]Does *not* include information copies of questionnaire sent on request to regional or state administrators.

[1] The survey was conducted during August—November 1970.

RESULTS

Critical Enrollee Behaviors

Ratings of Activities in Section 1 of the questionnaire were tabulated for female and male enrollee target groups, and further data compiled on the following Project characteristics: Manpower Administration Region, rural-urban location, racial composition, and age of enrollees. For each Activity, a median rating on the three rating dimensions was computed for the total number of Projects and each subclassification. The medians are shown in Appendix C along with definitions of each subclassification.

The behaviors were screened from the standpoint of their criticality as Orientation Training needs, using two approaches. The first involved evaluating median ratings against a predetermined three-part criterion of criticality: (a) median rating on "importance to WIN goals" of 4 or higher, indicating that it is one of the more important behaviors, (b) median rating on "number of enrollees who can perform it" of 3 or less, indicating that less than half of the enrollees are able to perform it on entry to WIN, and (c) a median rating on "likelihood of acquiring it elsewhere in WIN" of 3 or less, indicating that it is unlikely to be learned elsewhere.

Applying this multiple cut-off criterion, only 18 of the behaviors qualified when medians for all Projects' ratings on male or female dimensions were considered. Of these, only two behaviors qualified on this criterion over all regional, locale, race, and age subclassifications—and these for only male enrollees. Obviously this criterion was too stringent. It was possible, for example, for a behavior to have a high rating of importance, yet be just short of meeting either of the other two criterion factors.

Another way of screening the behavior is on the basis of a cumulation of the three ratings. That is, by first reversing the scales for median "number of enrollees" and "likelihood" ratings, then adding these to median "importance," a summary index of criticality is obtained. This was done, and the distribution of behaviors for female and male groups noted. Ten behaviors were consistently low on this scale, for both female and male enrollees, so these 10 behaviors were deleted from the original list of 60:

- Secure food stamps and/or surplus commodities
- Find possible places of residence
- Choose a suitable place of residence
- Secure professional medical services
- Administer commonly used commercial medicines
- Ride on public transportation systems
- Shop comparatively for an automobile
- Arrange for transportation in a "car pool"
- Maintain an awareness of health hazards and standards while caring for body
- Groom hair, nails, and skin

Write-in behaviors provided by respondents in Section 1 were then evaluated. Over 150 such additions were recorded, most of which were unusable because they either (a) failed to specify a meaningful unit of performance, (b) were judged to be beyond the scope of Orientation Training as defined by WIN goals, or (c) overlapped substantially with behaviors in the original list. In evaluating the remaining statements, a reasonable amount of replication among the "write-ins" was required before adding any new behavior to the revised list of 50 that had been established by consensus as training needs. On this standard, only two qualified. "Write-ins" pertaining to these two behaviors occurred several times, whereas others were typically mentioned only once or, at most, twice. One had to do with "awareness of legal services," the other with "awareness of job opportunities." The former was added to the list of critical enrollee behaviors, and the latter was used in a revised statement of one of the existing behaviors.

Based upon these analyses, the preliminary list of enrollee behaviors and the areas by which they were grouped were revised (Table 1). The area of *Residency* was dropped, as two of the three component behaviors were deleted; the remaining behavior pertaining to awareness of safety hazards in the home was relocated under *Health.* The entire area of *Transportation* was deleted; *Personal Hygiene* and *Grooming* were consolidated; as one behavior in each area was dropped. The final two Activity areas were consolidated (into *Company and Union Policies),* although this was done for simplification rather than from survey results. In addition, the behavior "Maintain an awareness of legal services" was added under *Community Resources*, and the first behavior under *Vocational Goals* was revised to read "Maintain an awareness of the availability, requirements, and opportunities of jobs in the labor market."

In summary, the original list of 60 behaviors was reduced to 51 (10 deleted, one added) which were allocated among 18 areas of activity. These critical behaviors were the basis for developing training objectives that are discussed in Chapter 4. Ratings of the behaviors were also used further in preparing curriculum guidelines covered in Chapter 5.

Personal Goals

Median ratings of "importance to the typical enrollee" and "likelihood of attaining the goal through expected employment" were computed for each of the 22 personal goals.[1] With the exception of two goals, median ratings were uniformly high on both dimensions, ranging from 5 to 6 ("relatively important" to "one of the most important") on the importance dimension, and from 4 to 6 ("likely" to "very likely") on the likelihood dimension. Moreover, little variation was noted among medians computed for the various project subclassifications. The two exceptions mentioned were (a) "To graduate from college" which received a median rating of 2 on importance ("relatively unimportant") and 2 on likelihood ("unlikely"), and (b) "To enable their children to go to college" which had a median importance rating of 4 and a median likelihood rating of 3. Apparently in the view of WIN staff members almost all of the listed goals were of importance to enrollees and stood a good chance of being attained through employment.

To obtain some additional data on personal goals directly from enrollees, a small study was run locally. A revised list of 42 personal goals was prepared that included the original 22 plus 20 goal statements obtained from write-ins on the national survey. These were presented to 66 female enrollees in Louisville's WIN Orientation component, with instructions to rate each goal (using the standard eight-point scale) in terms of importance to them. These goals are listed in Appendix D in order of rated importance. As before, most of the ratings were at the upper end of the scale. Only the last six averaged in the "unimportant" range. The first six, on the other hand, received no more than one rating in the "unimportant" half of the scale. It should be noted that no measure was taken of present level of goal attainment, so it is entirely possible for a goal to have been rated as important and still be reasonably satisfied (e.g., "To live in a home free of rats, roaches, and health hazards").

No further analyses of personal goals were pursued, as the purpose was simply to get some idea as to the more important sources of potential motivation that could be used as guidance in development of instruction.

Supporting Behavioral Requirements Data

Limited information was available from the survey regarding additional skills and knowledges, or requirements pertaining to conditions and standards of performance. By

[1] Because of their very high correlation with ratings on "importance," ratings on a third dimension, "number of enrollees who have this goal," were omitted.

design, only three respondents provided this supporting data on any one of the 60 behaviors, and the data were meager. The information which was provided, including ratings of the importance of skills and knowledges to satisfactory performance of a behavior, was used in the preparation of training objectives and in a revised list of skill and knowledge requirements (Chapter 4).

Characteristics of Orientation Training Components

In addition to data on Project characteristics that were used in analysis of training needs, other information was obtained from the final section of the questionnaire. The size of Orientation classes was found to range from 1 to 40 trainees with an average of about 13. An enrollee in a typical Project spends about five hours a day in class, although this ranges from as little as one hour to as many as seven, depending on the Project. The length of Orientation Training was reported as varying over Projects from 4 to 21 days, with an average of 12. According to estimates by Project staff, approximately 35% of enrollees read at or below the sixth-grade level.

To the degree possible, these statistics were considered in the instructional development phase of the study. They were not, however, viewed as hard and fast constraints.

Other information from this section of the questionnaire, such as reasons for job dropout and suggested subjects for addition to Orientation Training, was used to verify training needs identified previously.

Chapter 4

BEHAVIORAL OBJECTIVES

The development of training objectives is the essential first step in effective training program design. These objectives when stated in behavioral terms comprise a set of specifications for development of training. They permit each element of a training program—lesson modules, practical exercises, and tests of trainee accomplishment—to be evaluated in terms of responsiveness to needs of trainees in the ultimate life or work situations in which they must eventually perform. When adhered to, in the design of the training program, objectives also ensure that no unnecessary content is included in the program.

The preparation of two types of behavioral objectives is described in this chapter:

- Terminal objectives, which designate what the WIN enrollee must be able to do on completion of Orientation Training.
- Enabling objectives, which designate what the enrollee must know or be able to do in order to meet the terminal objectives.

PROCEDURE

Training needs resulting from analysis of the survey data were the basis for development of training objectives.

Terminal Objectives

Statements of terminal objectives were based on the following criteria:

- Statements should pertain to the enrollee/trainee, not to instructional content, methods, or the instructor.
- Statements should describe what the trainee must do, not what has to be done.
- Statements should reflect important constraints in the life or work situation where performance is required.
- Statements should include, wherever possible, information on behavior criteria that are indicative of satisfactory performance.

To meet these criteria, each objective was composed of three structural elements: (a) the behavior to be exhibited by the trainee, (b) the conditions that affect performance of the behavior, and (c) the standard or criterion of performance to be met.

Behavioral elements for the terminal objectives were based on the 51 enrollee behaviors that resulted from the survey. In most cases, a behavior was translated directly into the behavioral element of a terminal objective.

The *condition element* of an objective included those essential and definitive factors that limit or facilitate execution of the behavior. Information on conditions was available in responses to that portion of the survey questionnaire which asked for " . . . important real-life circumstances . . . which might limit performance . . ." (p. 35, Appendix B). Since many of the objectives were to fall in the category of generalized behaviors, and since generalized behaviors by definition are required under a wide variety of conditions, no

attempt was made to delineate all of the life and work situations that might be relevant. Rather, two basic points were emphasized in formulating statements of conditions:

(1) Situational factors that delimit performance. Of the variety of dimensions to be considered in obtaining a clear definition of performance situations, two were of particular importance in view of the many generalized behaviors to be learned in Orientation Training. These were:
   - Specifying the limits or range of the required behavior (e.g., "Given a work situation involving one or more co-workers, . . .").
   - Identifying limiting factors in the environment that affect the outcome of performance but do not directly pertain to performance capability (e.g., "Lacking a means of transportation . . .").

(2) Resources that facilitate performance. Here, attention was given to identifying special aids that would assist performance, thereby reducing the complexity of learning requirements to be placed on trainees during the short span of Orientation Training (e.g., "Given . . . the use of any printed reference sources, . . .").

The *standards element* of an objective consisted of the criteria on which successful execution of the behavior is judged. Standards were based on questionnaire responses describing ". . . specific things that enrollees fail to do . . ." (p. 35, Appendix B), and on the training analysts' judgments of behavioral requirements. In general, two types of standards were used:

(1) Behavioral outcomes, which indicated important conditions or products expected to result from the satisfactory performance of a behavior (e.g., "[Enrollee's] . . . record of expenses accounts for 95% of income available for that [budgeting] period").

(2) Representative actions, which include typical descriptive features of a response that are acceptable indications of the desired behavior (e.g., "Recognizes the factors that may have contributed to (her/his) successes and failures").

In each case the point of reference in setting standards was that they reflect actual end-of-training performance needs, yet also provide a realistic basis for subsequent development of training and particularly of tests for training evaluation.

Enabling Requirements

Enabling objectives are the immediate instructional goals considered prerequisite to trainee attainment of terminal objectives. They are designed to guide the preparation and organization of learning experiences, and are composed of skill and knowledge requirements necessary to bridge the gap between where the trainee is at the beginning of training and where he should be at the end.

Normally, an enabling objective contains statements of performance conditions and standards along with the behavior element, as was described for terminal objectives. The prescription of conditions and standards of performances that are necessary to enable attainment of a higher order (terminal) objective usually involves either considerable expertise in the content areas of training or some experimental trial-and-revision work. As neither was available here, formal statements of conditions and standards for enabling behaviors were not attempted. So rather than enabling *objectives*, the terms "enabling requirements" and "instructional goals" have been adopted.

Enabling requirements for a terminal objective consist of the revised set of skills and knowledges necessary for trainee attainment of the terminal objective in the WIN Orientation setting. Write-ins and ratings by WIN staff of the importance of skill and knowledge requirements were weighed by training analysts, and in cases where agreement

was found, items were revised, deleted, or added, to form the final version of enabling requirements.

The instructional goals mentioned represent the next stage in translating behavioral requirements into training requirements and are discussed in Chapter 5.

RESULTS

The 51 terminal objectives complete with conditions and standards resulting from this analysis are listed in Appendix E. Each is written in narrative form with the conditions element first, the enrollee behavior next, and the standards element last. Also listed in Appendix E are the 261 skill and knowledge requirements that were identified. These are grouped under the terminal objectives to which they apply.

As mentioned, these objectives and behavioral requirements served as the point of departure in development of the instructional program for Orientation Training.

Chapter 5

INSTRUCTIONAL PROGRAMS

Steps taken in preparation for instructional development have been described up to this point; rationale and procedures used in preparing the instructional program are presented in this chapter. There is also an overview of results.

The objective of the instructional program phase of the project was viewed as having two parts:

(1) Development of detailed guidelines for use by instructors in the preparation and delivery of training to include instructional goals, methods, media, and procedures for each training module.

(2) Development of broad guidelines for use by training administrators in determining local curriculum needs.

DEVELOPMENT OF INSTRUCTIONAL MODULES

Instructional development was organized around the 18 Activity Areas resulting from earlier conceptual and survey efforts. Training guidelines were prepared by area, each area then being termed an "instructional module." As indicated below, a module was composed of "instructional units," which became the building blocks of the training program.

Procedure

Instructional development began with a translation of terminal behavioral objectives into instructional goals. Terminal objectives are derived independently of their instructional feasibility (14); adoption of a terminal objective directly into the instructional program is often precluded by considerations of cost, time, and training resources. Although they remain the model for designing instructional goals, adaptations of terminal objectives into revised statements of instructional goals were necessary in several cases. These modifications were usually based on practical assumptions such as: financial resources would not permit the actual borrowing of money as a training exercise; actual job behaviors could not be demonstrated by the trainee without a job; the verification of practice of birth control measures would not be feasible.

Another primary consideration in formulating instructional goals was the scope of the behavior specified in a terminal objective, as indicated by its skill and knowledge components. That is, from the standpoint of effective trainability, should the behavior be subdivided, should it be combined with another, or should it be left as stated. This is largely an art, and this series of decisions was made by a training analyst for all terminal objectives. A total of 59 instructional goals were identified, each stating a training outcome in terms of the trainee (e.g., "Trainee will be able to determine when and where to seek assistance concerning legal problems"). As mentioned earlier, no attempt was made to provide explicit conditions and standards for instructional goals. However, by using terminal objectives as the final performance criteria, these requirements should emerge through continued trial and revision of the training program.

An instructional unit, including training method(s), media, and a lesson outline, was prepared for each instructional goal.

Methods and Media. Recommended methods and media were based upon the latest educational technology (16, 17, 18). A wide variety of approaches were used including lectures, panel discussions, field trips, role playing, group discussions, self-instruction, films, case histories, tutoring/counseling, performance aids, peer contact, and practical exercises. These were prescribed as judged to be effective for the instructional material for the training population by the training analyst. Some were used more widely than others, with group discussions and practical exercises predominating. The instructor lecture method was avoided, being supplanted by mediated information presentations or authoritative speakers where the communication of information was required.

Although instructional goals translated job and home environments into the training setting, every attempt was made to establish a job-like, performance-oriented environment for training. The learning experiences were designed to bring approximations of real world constraints and needs into an artificial training environment. For example, one unit proposes the play of an "Employee Game" that involves the use of small monetary rewards ("raises") being given the trainee for being punctual, following instructions, adhering to rules, and so forth, in the training ("work") setting. This general type of approach to employability training has been suggested elsewhere (19).

Another approach used extensively in prescribing training methods was that of performance aids. Substantial savings in training time can often be realized by simply giving the trainee a printed aid or diagram for reference as needed in some later act, rather than training him to do it unaided. Performance aids were included as frequently as possible. For example, in the Job Application module the trainee, instead of *learning* what to provide and in what form it is needed, is to prepare a detailed and accurate resume of typical information required on application forms for use later in job application.

Small group interactive techniques were emphasized in the program. The major purpose in avoiding lecture-centered training was to attain a trainee interactive environment, the benefits of which are well documented (20). A positive affective environment can best be achieved through small group interactive techniques. These techniques are used extensively in the module pertaining to Self Concept. Because of its importance to the overall program, the approach taken in instructional development for the self-concept area is described more fully below.

Self Concept. The basic purpose of this instructional module was to enhance the motivation of the enrollee to seek and maintain employment. Without this affective component in the program, the success of the entire program would be seriously jeopardized. In developing an approach to training, it was assumed that the enrollees (a) would have to be convinced that they already possessed the personal qualities necessary for success in employment, or that they possessed the potential for acquiring these qualities, and (b) would become aware that employment would allow them to attain personal goals that could not otherwise be attained. In addition, it was necessary to take into account the previous histories of the enrollees. Most have probably failed in many previous endeavors, such as school or early employment; as a result, they would be particularly susceptible to discouragement. Work or training difficulties that other people would easily cope with could cause the enrollee to lose all motivation to maintain employment. In a recent study by Goodwin (21), it was found that WIN enrollees are as dedicated to the work ethic as are other people who work regularly; however, it was also found that trainees who experienced failure during subsequent work become even more accepting of welfare. Training in this area would therefore have to be designed not only to enhance motivation to seek employment, but also to sustain it, despite work difficulties.

To counteract the history of early failures, instruction was designed to lead to the enrollee's attributing previous failures to environmental factors rather than to intrinsic personal factors. Since many personal qualities, such as intelligence and physical dexterity, are extremely difficult to change, a person who felt inadequate would find it difficult to maintain a high degree of motivation particularly during periods of stress that are inherent in most training programs on jobs. However, once the person believes that these previous failures were due to factors in the environment, he would continue to have hope that success could still be obtained despite temporary setbacks. Based on Heider's (22) model of attribution, instruction was designed to allow the enrollee to attribute previous failure to the environment, and previous success to himself. Once the enrollee can rationalize in this manner, there would be increased hope that success in employment could be obtained.

To further enhance the likelihood of a shift in self concept occurring, instruction was to be presented by small-group methods. Previous research has shown that the members of a group establish norms for behavior, and exert influences upon each other toward conforming to these norms (23). Since the enrollees in the program would share a norm regarding employment, it was expected that small-group discussions would make the norm more salient. The resulting group process pressures would therefore cause the enrollees to desire employment to an even greater degree.

Despite the motivation created by the program itself, difficulties during employment would be expected to cause a subsequent loss in motivation and feelings of discouragement. To counteract these consequences, a technique developed by Janis and Hoffman (24) was included in one instructional unit. The technique requires that each enrollee telephone another enrollee once a day, and that these calls be continued even after termination of the program. During these telephone contacts, an enrollee who experiences difficulties on the job would have someone with whom to discuss problems. The listener would then reinforce motivation be reinstating the group norm.

Finally, to make the enrollees aware of how their own behavior and attitudes could affect success during employment, role-playing techniques were used. In this manner, a non-threatening situation would be created in which the enrollee could experience directly the consequences of certain behavioral patterns.

Results

The product of this phase of the program is in the form of the 18 instructional modules, each consisting of from one to nine instructional units. A module contained the following:

- A summary sheet listing the terminal behavioral objectives covered, component skill and knowledge requirements, and a brief description of the proposed instructional unit(s) corresponding to each objective.
- One or more instructional units consisting of (a) the instructional goal, (b) method of instruction, (c) required materials, (d) a suggested instructional procedure, (e) content notes indicating alternate methods of instruction or other relevant comments, and (f) an instructional outline showing in chart form the relationship between instructional steps and the trainee enabling requirements.
- Illustrations or sample content materials, where expected to be helpful to an instructor.
- Trainee performance tests applicable to the module (Chapter 6).
- References pertaining to content materials and sources of additional subject matter found useful in developing the module.

The modules have been published separately from this report (13); however, as an illustration, Module I (Vocational Goals) is provided in Appendix G.

An overview of the entire instructional program is shown in Table 3.

Table 3

Overview of Instructional Units and Suggested Schedule

Modules	Instructional Units		Method of Instruction	Estimated Length (Hours)	Suggested Day (20-day Cycle)
A. Food	A.1	Nutrition	Film and Discussion	1	AM – 16
	A.2	Menus	Handout, Discussion, and Practical Exercise	2–3	AM – 16
	A.3	Food Buying	Sound Filmstrip, Handout, and Discussion	2	PM – 16
B. Clothing	B.1	Adequate Clothing	Field Trip (Lecture and Demonstration) and Practical Exercise	3	AM – 7
	B.2	Appropriate Clothing	Color Slide Presentation and Discussion	1	PM – 7
	B.3	Clothes Buying	Performance Aid and Discussion	1/2	AM – 7
	B.4	Clothing Care	Demonstration and Performance Aid	1--2	PM – 7
	B.5	Clothing Repair	Film Loops and Work Center	1/2	AM – 2*
C. Health	C.1	Conception	Film and Question-Answer Session	1	AM – 17
	C.2	Birth Control	Illustrated Lecture, Discussion, and Handout	1	AM – 17
	C.3	Health Practices	Lecture, Discussion, and Practical Exercise	1	AM – 17
	C.4	Home Safety	Discussion	2	PM – 17
D. Child Care	D.1	Child Care	Performance Aid, Practical Exercise, and Discussion	1–2	AM – 11
E. Family Relations	E.1	Child Needs	Lecture and Discussion	2–3	AM – 10
	E.2	Family Chores	Practical Exercise and Discussion	2	PM – 10
F. Money Management	F.1	Budgeting	Performance Aid and Practical Exercise	2–4	AM – 9
	F.2	Saving	Film and Discussion	1	PM – 19
	F.3	Credit Practices	Film and Discussion	1	PM – 9
	F.4	Borrowing	Acted Demonstrations, Discussion, and Performance Aid	1	PM – 9
	F.5	Credit Rating	Practical Exercise and Discussion	1	PM – 9

(Continued)

Table 3 *(Continued)*

Overview of Instructional Units and Suggested Schedule

Modules	Instructional Units		Method of Instruction	Estimated Length (Hours)	Suggested Day (20-day Cycle)
G. Community Resources	G.1	Telephone Usage	Film, Filmstrip, and Practical Exercise	2	PM – 2
	G.2	Telephone Directory	Filmstrip and Practical Exercise	1	PM – 2
	G.3	Community Services	Performance Aid, Demonstration, and Practical Exercise	1–2	AM – 3
	G.4	Legal Aid	Practical Exercise and Discussion	1–2	PM – 8
H. Self Concept	H.1	Self Worth	Role Playing and Discussion	1–2	PM – 3
	H.2	Personal Contributions	Lecture and Discussion	1–2	AM – 4
	H.3	Interpersonal Behavior	Role Playing and Discussion	1–2	PM – 3
	H.4	Success and Failure	Lecture, Discussion, and Case History	1–2	PM – 1
	H.5	Educational Opportunities	Handout and Lecture	1	PM – 4
	H.6	Personal Capabilities	Lecture and Discussion	1	AM – 4
	H.7	Cooperative Behavior	Role Playing and Discussion	2	PM – 4
	H.8	Personal Goals	Case Histories and Discussion	1–2	PM – 1
	H.9	Commitment to Employment	Peer Influence	1/2	AM – 1*
I. Vocational Goals	I.1	Vocational Information	Self-instructional Center and Guidance Counseling	1	AM – 2*
	I.2	Long and Short Term Goals	Discussion	1	AM – 5
	I.3	Aptitudes and Interests	Tutoring by Guidance Counselors	1/2	AM – 2*
	I.4	Goal Setting	Rap Session	1	AM – 5
	I.5	Personal Appearance	Film and Discussion	1–2	AM – 6
	I.6	Promptness	Film and Discussion	1	AM – 5
	I.7	Prejudice	Panel Discussion	2–3	AM – 18
	I.8	Inconsiderate Behavior	Role Playing and Discussion	1–2	AM – 6
	I.9	Improving Personal Traits	Individual Guidance by Staff	2–4	AM – 8
				2–4	AM – 20

(Continued)

Table 3 *(Continued)*

Overview of Instructional Units and Suggested Schedule

Modules	Instructional Units		Method of Instruction	Estimated Length (Hours)	Suggested Day (20-day Cycle)
J. Grooming and Hygiene	J.1	Grooming and Hygiene	Film, Demonstration, and Discussion	2–3	PM – 5
K. Job Searching	K.1	Employment Resources	Handout	1/2	AM – 12
	K.2	Job Searching	Performance Aid, Demonstration, and Practical Exercise	2–3	AM – 12
L. Job Application	L.1	Job Application	Practical Exercise	2–3	PM – 12
M. Test Taking	M.1	Test Taking	Lecture, Practical Exercise, and Discussion	2	PM – 11
N. Job Interviewing	N.1	Job Interview Information	Film, Role Playing, and Discussion	2–3	AM – 13
	N.2	Interviewee Behavior	Film, Role Playing, and Discussion	2	PM – 13
O. Job Assessment	O.1	Transportation	Practical Exercise	2	PM – 6
	O.2	Job Satisfaction Factors	Film Montage and Discussion	2–3	AM – 14
	O.3	Job Future	Case Histories and Discussion	1–2	PM – 14
P. Job Performance	P.1	Job Performance	Continuing Practical Exercise	1	AM – 1*
Q. Employee Relations	Q.1	Supervision and Cooperation	Practical Exercise and Discussion	2–3	AM – 15
	Q.2	Work Relations	Panel and Discussion	1–2	PM – 15
R. Company and Union Policies	R.1	Employer Rights	Discussion	1	AM – 19
	R.2	Fringe Benefits	Performance Aid and Discussion	1/2	PM – 18
	R.3	Job Promotion	Panel and Discussion	1–2	PM – 18
	R.4	Employee Rights and Unions	Resource Booklet	1/2	AM – 19

*Estimated time given for these units is for familiarization only. Each of these requires additional instructional time either on a continuing or periodic basis.

CURRICULUM PLANNING GUIDELINES

It was recognized that all enrollees may not need training in all 18 areas for which instruction was developed. Because of local constraints on training, principally time and money, it may not be possible to cover all areas. Moreover, it is likely that because of the varying needs of enrollees from one WIN location to another, training in all areas would be neither required nor desirable. Clearly, some guidance in tailoring local curricula would be helpful to training administrators. It was also recognized that once a local curriculum was defined, guidance in scheduling administration of the curriculum would be needed.

To assist local administrators in analyzing their Orientation Training needs, determining a curriculum, and scheduling instruction, curriculum planning guidelines were prepared.

Procedure

Two types of guidance were developed for use in tailoring instructional programs to specific local needs. One involved the use of the survey results in summarizing enrollee training needs of demonstrated relevance nationwide. Here abbreviated statements of the 51 enrollee behaviors resulting from the survey were listed as "topics," and their relevance keyed to various types of WIN Projects in terms of rated importance, need, and likelihood of coverage elsewhere. This information was placed in tabular form so that an administrator could readily see what training needs are reported for projects similar to his. This information should be useful in aiding curriculum selection.

Another form of potential assistance in curriculum design was provided in the form of a pretest of enrollee training needs. Development of the pretest is discussed in the following chapter; briefly, it consisted of checklists covering 11 of the 18 instructional areas and was designed for convenient administration during the enrollment process. Scoring guidelines enable pretest results to be quickly translated into a profile of individual or group training needs among the 11 areas measured. The individual profiles should be useful in tailoring individual curricula; or, if fully individualized training is not possible, the overall group profile could be used in adapting a curriculum to each Orientation class.

As a final aid to curriculum planners, a suggested instructional sequence was developed that scheduled all 59 instructional units over a 20-day training cycle. Scheduling was based chiefly on practical considerations such as (a) begin with units that may facilitate later learning, (b) introduce recurring activities early, (c) bring together units to simplify training or testing requirements, (d) retain important functional context relationships, and (e) provide variety in instructional methods. The schedule was prepared as an example, recognizing that administrators may be bound by any number of additional local constraints affecting the sequencing decision.

Results

More detailed descriptions of these guidelines and procedures for their implementation are provided in detail under "Determining the Curriculum" in the companion report on this project (13). However, because of its general interest, the chart summarizing nationwide priorities of Orientation Training needs is shown as Table 4. The table is keyed as follows:

- A topic rated as *important* for female enrollees in the national survey has an *F* entered; if rated as important for male enrollees, an *M* was entered; if important for both, an *MF* was entered.

- The above entries for a topic were placed in the ESSENTIAL column if the behavior represented in the topic had been rated as possessed by "few" or "none" of the enrollees entering the program; if rated as being possessed by "about half the enrollees," the entry was placed in the DESIRABLE column.
- Finally, if a topic had been rated as "likely" to be presented in another part of the WIN program, the entry was identified with an asterisk. Topics covered in the Enrollee Pretest are so marked. Also, added at the end of the table are topics that received low-importance ratings nationwide, but which had been rated as important for some segments of the trainee population.

Table 4

Summary of Nationwide Orientation Training Needs

	Trainee Need		
	Essential	Desirable	Pretest
Subgoal I To Enable an Enrollee to Meet Home and Family Responsibilities So That He (She) Is Able to Attend to the Demands of Employment			
A. Food			✓
1. Menu Planning		F	
2. Comparative Shopping for Food		F	
B. Clothing			✓
3. Selecting Work Clothes		MF*	
4. Comparative Shopping for Clothing	M	F	
5. Maintaining Clothing		MF*	
C. Health			✓
6. Preventing Unwanted Pregnancy	M	F*	
7. Health Practices in the Home		MF	
8. Safety Hazards in the Home		MF	
D. Child Care			✓
9. Arranging Child Care Services	M*	F*	
10. Evaluating Quality of Child Care	M*	F*	
E. Family Relations			✓
11. Needs and Rights of Family Members		MF	
12. Scheduling Family Activities	MF		
13. Scheduling Household Chores	MF		
F. Money Management			✓
14. Budgeting Expenses	MF		
15. Recording Expenses	MF		
16. Savings Accounts	M		
17. Sources of Credit	MF		
18. Establishing a Credit Rating	MF		
G. Community Resources			✓
19. Contacting Community Service Agencies	M*	F*	
20. Recreational and Cultural Facilities	MF		
21. Educational Facilities	MF*		
22. Legal Services		MF	

(Continued)

Table 4 *(Continued)*

Summary of Nationwide Orientation Training Needs

	Trainee Need		
	Essential	Desirable	Pretest
Subgoal II To Enable an Enrollee to Develop an Understanding of Factors Affecting Career Choice and to Acquire Attributes Prerequisite to the Attainment of Employment Goals			
H. Self Concept			
23. Self-worth	M*F*		
24. Ability to Improve	M*F*		
25. Contributing to Others	MF		
26. Desire to Obtain Employment		M*F*	
I. Vocational Goals			
27. Awareness of Job Opportunities	M*F*		
28. Personal Strengths and Weaknesses	MF		
J. Grooming and Hygiene			✓
29. Personal Cleanliness		M*F*	
30. Effects of Body Condition		M*F*	
Subgoal III To Enable an Enrollee to Seek and Obtain Full-Time Employment Appropriate to Capabilities and Career Expectations and Interests			
K. Job Searching			
31. Potential Job Openings	M*F*		
32. Initial Employer Contact	M*F*		
L. Application			✓
33. Employment Forms	M*F*		
34. Employer Criteria	MF		
M. Test Taking			✓
35. Test Taking Procedures	MF		
36. Responding to Question Types	MF		
37. Standardized Answer Sheets	MF		
N. Interviewing			✓
38. Supplying Interview Information	F	M	
39. Evaluating Job Offer	MF		
40. Interviewer Criteria	MF		
O. Job Assessment			
41. Transportation Requirements	MF*		
42. Long-Term Opportunities	MF		

(Continued)

Table 4 *(Continued)*

Summary of Nationwide Orientation Training Needs

	Trainee Need		
	Essential	Desirable	Pretest
Subgoal IV To Enable an Enrollee to Sustain Employment and Advance Within a Chosen Field Commensurate With Ability			
P. Job Performance			
43. Established Work Standards	M*F*		
44. Attendance and Punctuality	M*F*		
Q. Employee Relations			
45. Fellow Employees		M*F*	
46. Supervisors	M*	F*	
R. Company and Union Policies			
47. Employer Rights	M*F*		
48. Fringe Benefits	F*	M*	
49. Advancement Opportunities	M*F*		
50. Employee Rights	MF		
51. Union Regulations	MF		

NOTE: The following topics were considered to be DESIRABLE only for those trainee groups designated.

Male Trainees

Subgoal I, A. Food, 1. Menu Planning: Programs in Regions IV and X. (Note that this topic may already be presented in other parts of the WIN program in Region X.)

Subgoal I, A. Food, 2. Comparative Shopping for Food: Programs in Regions IV, IX, and X. All programs for Black trainees.

Female Trainees

Subgoal I, F. Money Management, 16. Savings Accounts: Programs in Regions II, V, VI, and VIII. All Urban programs, particularly those for older and younger trainees (not as important for middle-aged trainees).

Chapter 6

EVALUATION INSTRUMENTS

No training program is complete without a set of tools and procedures for evaluating its quality. Training evaluation has two purposes:

- To determine whether trainees have met the instructional objectives on completion of training.
- To identify weaknesses in the instructional program.

Achievement of both purposes is essential to maintaining a responsive and viable training program.

Another aspect of evaluation, one that is seldom addressed in the development of training systems, is the measurement of trainee achievement *before* training. This capability is useful particularly in programs having a wide range of objectives, limited training time and resources, and trainees with varied backgrounds.

Instruments and guidelines for accomplishing both aspects of training evaluation were developed for WIN Orientation Training and are described in this chapter.

DEVELOPMENT OF AN ENROLLEE PRETEST

Knowledge of enrollees' training needs on entry into Orientation Training offers two potential advantages: (a) from the standpoint of the enrollees' welfare, training can be directed to areas of greatest need; (b) from the point of view of the trainer, who is usually limited in time and resources, training can often be reduced in scope. To assist WIN staff members in tailoring Orientation Training to the particular needs and constraints of local programs, a pretest was developed for evaluating enrollee training needs prior to their entering the Orientation Component of the program.

Procedure

An overriding consideration in determining a method of pretesting was ease of administration. The intent was to develop a series of brief objective measures covering relevant areas of behavior which could conveniently be given and scored during the enrollment process. An approach was adopted using checklists that in some cases could be completed by the enrollee, and in others by the interviewer or counselor at the time of enrollment.

Need for testing was the other major consideration in pretest development. In the interest of economy, it was desirable to limit the scope of the pretest to the more usable data. Some of the 18 candidate areas in the training program were clearly more important than others to the *majority* of WIN enrollees. As the typical enrollee will have had little or no experience in selecting a job or getting along on a job, the areas of Vocational Goals, Job Searching, Job Assessment, Job Performance, Employee Relations, and Company and Union Policies, were excluded from the pretest. Self Concept was also excluded chiefly because of apparent widespread agreement on its status as the most fundamental training need in programs of this sort. In short, these seven areas represent topics that are highly likely to be covered for all enrollees in most Orientation programs,

and time spent identifying them as individual areas of need would therefore not be justified.

The remaining 11 areas, on the other hand, tend to represent sectors of a person's normal life activities. It was expected that most enrollees would have had some experience or exposure to them, although enrollees may vary considerably in the degree to which they have benefited from this experience and to which they are able to demonstrate efficient and adaptive behavior. Possible exceptions are Test Taking, Job Interviewing, and Job Application, which although less familiar to the typical enrollee, are relatively easy to assess as part of the WIN enrollment process.

Six checklists were designed for completion by the enrollee, and five for completion by a WIN interviewer during or immediately following an Enrollment interview. In the self-administered checklists, enrollees are asked to provide information about their behavior by checking items or supplying short answers to questions descriptive of their normal practices(e.g., checking foods eaten in the past few days). Checklists for use by the interviewer involved itemized ratings of such things as enrollee appearance or enrollee responses during the interview (e.g., checking items indicative of acceptable grooming, behaviors characteristic of good test-taking practices). Procedures for scoring the completed checklists enabled the scorer to quickly classify an enrollee by area as either "needs training" or "no training needed."

Results

The 11 checklists in the Enrollee Pretest covered the following areas:

- Diet
- Health
- Child Care
- Family Activities
- Finances
- Community Resources
- Clothing
- Hygiene and Grooming
- Test Taking
- Interviewing
- Application Forms

Checklists for the first six areas were designed for completion by the enrollee; those for the remaining five, by the interviewer. A sample checklist from each group is in Appendix F. A complete pretest and a more detailed explanation of its use are presented in the separate report on the instructional program (13).

DEVELOPMENT OF TRAINEE PERFORMANCE TESTS

Procedure

To serve the purposes of training evaluation listed earlier, measuring instruments are necessary. A variety of approaches have been used by training administrators in attempts to carry out the evaluation function; these include instructor judgments of training success, inspections by supervisors, opinions of trainees, and very commonly, examinations measuring student retention of facts. All are inferior to the use of performance tests—tests that require the trainee to perform whatever is stated in the training objectives, those training objectives being what he should be able to perform upon completion of training.

Limitations on time and resources often preclude the use of true performance tests, but every effort should be made to use tests that are as relevant as possible to the training objectives. Under ideal circumstances, test development is straightforward—one simply creates the conditions for performance that are given in the training objectives, asks the trainee to perform the behavior (given in the training objective), and scores trainee response in terms of the performance standard (also given in the objective).

This model approach was followed as faithfully as possible in this program, but in many instances the test developer's notion of the ideal had to give way to the practical.

The same 51 terminal objectives that guided development of the instructional program were used. Tests were developed from the information provided in the objectives and in accord with the following criteria:

(1) Test method should be relevant to the objective being measured, that is, requires trainee to demonstrate the behavior or its facsimile under conditions that are as realistic as possible.
(2) Time required for test administration be kept to a minimum.
(3) Tests be suitable for group administration wherever possible.
(4) Procedures for administration and scoring be simple.
(5) Test method should require minimal academic skills.

These criteria were carefully considered in the preparation of every test, yet seldom was it possible to meet all of them. The last criterion was typically the most difficult to achieve without substantial sacrifices in criteria 2, 3, and 4. Compromises were made, but many of the resulting tests require that enrollees be able to read and write. In some instances, of course, reading and writing are necessary to performance (e.g., taking an employment test or filling out an application blank). Of concern were other instances in which the printed word was used as a means of simulating a situation, or the written word was required of the trainee in simulating his behavior. This occurred in testing on the selection of a child care facility when rather detailed printed descriptions of alternate facilities must be read by the trainee in order to make a choice; or, in testing on planning for emergency child care where the trainee is required to express a plan in writing.

A pitfall was carefully avoided in preparing the tests, by *not* requiring trainees to write or otherwise *report* knowledge of some topic. Knowledge was in many cases measured as a substitute for performance but, in all cases, the trainee was required to demonstrate application of this knowledge in *doing* something, even though the task may have been simulated through paper-and-pencil media.

Realistic performance tests were possible in some instances. For example, because it was a routine real-life practice and would not take class time, the test for Terminal Objective 2 ("shop comparatively for food") proposed that the trainee actually buy groceries to meet a prepared three-day menu. Other examples include requirements to open a savings account, find a job opening, contact a potential employer by telephone, take a test, and fill out an application blank.

A complete form of the test was prepared wherever possible. However, in the occasional instance where the test developer either (a) had insufficient knowledge of the content area, or (b) expected considerable variations in content among WIN Projects, only sample test items were prepared.

Scoring procedures were included for all tests. Usually these procedures were based on the performance standard given in the training objective to which the test pertains. Scoring procedures normally were checklists of essential elements of trainee response that could easily and objectively be processed.

Results

Sixty-six tests and major subtests were developed for use in evaluating enrollee accomplishment in WIN Orientation training. Although based upon terminal objectives, tests did not always emerge in one-to-one correspondence with objectives. Occasionally, a single test with supplemental scoring was all that was necessary to measure two objectives; more frequently, however, additional tests or subtests were prepared for one objective.

Specimen tests are shown in Appendix F. The complete set of tests and scoring procedures is included as part of the instructional modules presented in the companion report (13). Also provided are suggestions for efficient use of the tests in program evaluation.

Chapter 7

TRAINING FOR VOCATIONAL ASSESSMENT: A STUDY OF INSTRUCTIONAL EFFECTIVENESS

BACKGROUND

An important aspect of the WIN program is the selection of an occupational field for the enrollee and the development of a work/training component that will prepare him or her to enter that field. Selection of the occupational field is guided by both job and enrollee considerations. The occupation selected must provide an entry-level income that is above the poverty level *and* provides an opportunity for upward mobility. In addition, the occupation must be congruent with the enrollee's capabilities and personal goals. To meet this latter requirement, vocational assessment is conceived as a cooperative—or even enrollee-directed—process that ensures that the enrollee's preferences and goals are met. The outcome is a job selection that meets the enrollee's personal needs and leads to high motivation, since the enrollee was a part of the decision process.

Actually, this "cooperative process" in practice, is typically highly staff-directed. There are at least three reasons for this—each reason based on perceived or actual enrollee behavior.

First, there is at least the implication that enrollees are strongly oriented to the present and, therefore, tend to select occupations on the basis of immediate characteristics (e.g., starting pay level, experience requirements, number of entry-level job openings). Such behavior negates the consideration of delayed, future-oriented considerations (e.g., job security, opportunity for advancement, training or educational benefits). As a result, a selected occupation may provide an above-poverty income, but will seldom allow upward mobility—and without it, the employee will soon become dissatisfied and leave the field, usually to return to an unemployed status (25).

Second, it is believed that the enrollee does not have the knowledge of measures, or indicants, of human abilities and capabilities, or of the varying requirements and characteristics of different vocational paths that is basic to good vocational assessment or decision.

Third, even with a future-orientation and a knowledge of human and job factors, the enrollee would not possess the tools, or methods, necessary to develop the optimum capability for job selection.

Of the three reasons, probably the last is the only one that is valid. Certainly the extensive educational requirements for vocational counselors and the wide use of counselors at all educational and job levels suggests that this technology is not possessed by even the above-average applicant; nor could it be provided within a relatively short training period. However, while the assumption of a present-orientation among the poor is prevalent (26), it has been shown to be without empirical proof (27). There is, in fact, every indication that it is untrue. Finally, while enrollees may not presently possess a knowledge of human and job factors, the apparent success of recent vocational guidance programs with similar groups suggests that this knowledge is trainable within a relatively short time (28).

Thus, it appears that enrollees may already have the future-orientation required for vocational assessment and might obtain a basic knowledge of human and job factors.

Further, a relatively brief period of training might also provide an enrollee with at least a basic understanding of vocational assessment methods. Armed with this knowledge, the enrollee might be able to engage in the desired cooperative approach to the selection of an occupational field.

EXPERIMENTAL STUDY OF EFFECTIVENESS OF INSTRUCTION

The purpose of this study was to estimate the effectiveness of a series of instructional units, included as part of the employability orientation component of the WIN program, in preparing the WIN enrollee for active participation in the vocational assessment process. The instructional units provided information on personal goals, human abilities, job characteristics, and job assessment methods. A secondary purpose of the study was to obtain an indication of the initial level of knowledge possessed by WIN enrollees in each of these areas, and thereby, the specific needs for training. Particular emphasis was placed on the time orientations of enrollees—present or future.

PROCEDURE

Trainees. Ninety-one female WIN enrollees—four consecutive orientation classes from a local WIN office—participated in the study. The classes included 20, 25, 21, and 25 enrollees, respectively.

For the study, the first two classes were considered "control" and received no training in vocational assessment (no training related to vocational assessment was included in the regular orientation provided by the WIN office). The last two classes were "experimental" and received the experimental training program in vocational assessment. The types of training were not counterbalanced, as the instructors thought that experience with the experimental program would influence their regular teaching procedures when training the control classes.

No attempt was made to influence enrollee assignment to classes for purposes of the study. However, statistical tests of the enrollee characteristics, as presented below, indicated no significant differences between the control and experimental groups. Averages for the enrollees were:

Class	Age	School Grade Completed	IPAT (G)*	MAT** Verbal	MAT** Arithmetic
Control	24.8	10.5	92.5	8.0	6.8
Experimental	23.6	10.5	91.8	8.5	7.3

*IPAT = Institute of Personality and Ability Testing
**MAT = Metropolitan Achievement Test—Verbal = Word Knowledge and Reading; Arithmetic = Arithmetic Computation and Arithmetic Problem Solving

Instructors. The classes were taught by four regular instructors from the WIN office. Personal data on instructor characteristics follows:

Title	Years of Experience	Age	Sex	Degree and Major	Other Education
Asst. Director – WIN	4	26	M	B.A. Sociology	Guidance and Counseling
Sr. Employment Counselor	2	25	F	B.A. Sociology	—
Employment Counselor	1	23	F	B.A. English	Vocational Counseling
Interviewer Aide	3	30	F	—	Elementary Education, Guidance, and Counseling

Each instructor wrote the lesson plans and obtained the training information and materials for the instructional units he or she presented. Instruction was based on a draft of the instructional units as shown in Appendix G. Little additional aid was provided to the instructors by HumRRO personnel except for an initial briefing of procedures and purpose and a cursory review of the final lesson plans for each instructional unit.

Experimental Instruction. As shown in Appendix G, nine instructional units were included in the experimental program. Four units were directly relevant to vocational assessment: Vocational Information, Long- and Short-Term Goals, Aptitudes and Interests, and Goal Setting. Five units were peripheral to vocational assessment, but were thought to provide for personal and job requirements relevant to job selection: Personal Appearance, Promptness, Prejudice, Inconsiderate Behavior, and Improving Personal Traits. The latter units were presented within a context of job selection based on differential job requirements and relevant personal attributes.

With the exception of Vocational Information, all units were conducted as lecture-discussion sessions with major emphasis placed on discussion. For Vocational Information, a vocational file was placed in the main classroom to provide materials describing job data and requirements. Six jobs were highlighted in separate file folders to demonstrate relevant characteristics of jobs normally considered by WIN enrollees: Dental Hygienist, Child Care Worker, Homemaker, Key Punch Operator, Legal Secretary, and Teacher Aide. For each of these jobs, 28 items of information were provided. Entry-level data presented training/education and aptitude requirements, experience requirements, number of job openings, applicant/opening ratios, initial pay level, and special barriers to employment. Typical working conditions were described in terms of job duties, working hours and days, working environment, physical demands, and types of contact with people. Advancement opportunities presented career ladders with personnel density for each step, special requirements for success, probabilities of advancement, security, fringe benefits, and types of on-the-job advancement training opportunities. The file also contained training programs from representative vocational schools, business schools, and colleges located in the area. Additional information was provided through use of the Dictionary of Occupational Titles, Occupational Outlook Handbook, Guide to Health Careers in Kentucky, and other documents.

Class time was scheduled at the beginning of the orientation component for introduction to the vocational information file and for explanation of the materials and their use. Enrollees could use the center as desired during free time and could discuss materials with the WIN staff.

The experimental instructional units were scheduled during the regular two-week orientation component. Particular units were scheduled to be presented within a relevant context of regular training. Each of the nine units was planned for approximately one hour of class time—nine hours of total training time.

Evaluation Instruments. Three types of measures were obtained to estimate the effectiveness of the experimental training (Appendix H).

The first measure listed 17 job characteristics that were rank ordered by the enrollee on the basis of importance to job selection. Included in the listing were four long-range characteristics (security, advancement opportunity, additional training or education opportunities, and fringe benefits); three short-range characteristics (job openings, starting pay, and previous experience requirements); five personal preference characteristics (use of cognitive abilities, dealing with people, work with hands, work pacing, work alone, and meaningfulness); and four characteristics of general working conditions (physical environment, physical demands, working hours, and barriers to employment).

The second measure provided information on six vocations from which the enrollee was to choose the one she would "most like" and was "best suited for." The enrollee then listed reasons for liking that vocation and her strengths and weaknesses with respect to it. (A parallel measure of "least-liked" vocation was later deleted because of trainee difficulties in describing characteristics relevant to that vocation.)

The third measure was a rating scale enabling the staff to estimate present and future potential for each enrollee. Data on background characteristics, educational level, physical attributes, and counseling status were provided by the WIN counselor. Social and personal factors were rated by the instructor.

All measures were administered at the completion of the orientation component. In addition, each of the four instructors was asked to write a summary critique of the experimental instruction. Two instructors complied with this request (Appendix H).

RESULTS AND DISCUSSION

The ultimate criterion for the effectiveness of training in factors affecting vocational assessment is the proficiency with which the enrollee is able to select a vocational field. Unfortunately, this criterion was not available for the present study as it was believed that further enrollee-directed activities would serve to cement a particular job choice in the enrollee's mind, thereby interfering with later counselor-directed vocational selection (particularly if the enrollee choice was not realistic). Rather, an inference must be made from enrollee performance on each factor to the assumption that similar performance would be manifest if actual enrollee-direction were permitted.

The factors relevant to vocational assessment were stated as: (a) consideration of long-term personal goals; (b) realistic appraisal of personal preferences, strengths, and weaknesses; and (c) suitability for the selected job.

Goals. The ratings for long- versus short-term goals were compared by examining four pairings:

Long-Term		Short-Term
Security	—	Number of job openings
Opportunity for advancement	—	Starting pay
Fringe benefits	—	Starting pay
Offering additional training or education	—	Little previous experience required

The percentage of enrollees who rated the long-term goal higher than the short-term goal for the respective pairings was 87, 47, 51, and 84 for the control group and 77, 54, 24, and 77 for the experimental training group. These percentages indicate that enrollees *do* include future considerations in their vocational plans, that is, they are not completely present- or near-term oriented. In fact, while the differences between groups were not statistically significant (chi square = 2.15 with 1 degree of freedom), the assessment training may have resulted in focusing enrollee attention on other goals, thereby lowering the effects of long-term considerations on vocational assessment.

In this regard, it is interesting to note a previous study of over 30,000 men and 2,000 women job applicants (29). The results of that study indicated that, while men rated "security" and "advancement" high in the list of job needs, women rated "type of work" (work that is interesting and which you like) as most important. For these women, security, advancement, and benefits were much less important and did not differ significantly from short-term needs such as pay. While a direct comparison can not be made with the women taking part in the HumRRO study, it appears they are at least as future oriented in their stated job needs as were the women in the earlier study.

Whether stated needs are utilized in actual job selection is a second question. For the job the enrollee selected during the second part of the vocational assessment test, the two factors they designated "*most liked*" about the job were classified according to type of personal goal. The percentages of enrollees who gave the several types of reasons for selecting a job were:

	Long-Term	Short-Term	Personal Preferences	Working Conditions
Control	6	8	51	35
Experimental	15	7	47	31

The results indicate that most reasons for job selection were personal preferences related to the type of job (e.g., helping people, working with hands, dealing with people, and dignity) or desired working conditions (e.g., work at own pace, inside work, and regular working hours). The experimental training group tended to base their selections more on long-term goals, but the percentage of long- and short-term goals used for selection was still small.

Finally, when the reasons for job selection were related to the enrollees' rating of importance to job selection (Part I), only 66% of the reasons given by each group had been rated above the average for importance. Thus, neither group appeared to base job selection predominantly upon characteristics they consider important.

It appears that enrollees do place more value on long-term than on short-term goals, but are more influenced by personal preferences and working conditions when they select a specific vocation. Thus, goals as such are not directly related to job selection. Nor did the experimental training appear to significantly increase the enrollee's ability to utilize stated goals during vocational selection.

Self-Appraisal. Two indices of realism in the enrollee's appraisal of her own abilities were examined. First, the type of job the enrollee rated as important on Part I (using abilities to read, write, and think; to deal with other people; or to work alone most of the time) was compared with relevant instructor ratings on the Vocational Readiness Status (VRS) form. Second, the enrollee's statements of "strengths" and "limitations" for the job selected during Part II were compared with relevant instructor ratings on the VRS.

For the first comparison, only those abilities rated above the average on Part I were utilized. For those abilities: (a) ability to read, write, and think was compared with the VRS statements for IPAT score, mental alertness, and ability to concentrate;

(b) ability to deal with other people was compared with grooming, working with others, and emotional stability; and (c) work alone most of the time was compared with dependability and willingness to take responsibility. To receive credit for a realistic appraisal, the enrollee needed to have been rated "good" on at least one of the characteristics, and not to have received a "poor" rating on any of the characteristics.

The number of ability items rated as above average in importance to the trainee (realism in assessing abilities) and the percentage of these items that corresponded with instructors' ratings are as follows:

		Cognitive	People	Alone
Control	N	14	25	4
	%	64	80	75
Experimental	N	16	23	4
	%	70	85	100

Relatively few enrollees rated these abilities as important to their selection of a job (86 instances out of a possible 279). This is surprising since "helping other people" was one of the principal reasons given for selecting a particular job (Part II).

Of the high rated abilities, a relatively large percent appear to be realistic in terms of the instructors' appraisal. Again, there is a slight trend in favor of the experimental group but the differences—based on pooling the response categories—are not statistically significant (chi square = 0.371 with 1 degree of freedom).

For the second comparison, the job strengths and limitations stated in Part II were compared with VRS items thought to be relevant. "Strengths" were determined to be realistic if all relevant VRS items were rated "good." "Limitations" were determined to be realistic if they included all major relevant limitations stated by the instructor/counselor. The results are as follows:

	Strength 1	Strength 2	Limitation
Control	50	57	57
Experimental	65	69	77

It is apparent that the experimental training group was able to make a more realistic appraisal of their strengths and limitations. The overall difference—based on pooling the response categories—was statistically significant (chi square = 6.73 with 1 degree of freedom, $p < .01$).

Thus, while preferences for type of job were realistic, they were seldom considered important for career choice. Enrollee assessment of personal strengths and limitations in relation to a particular job were, on the other hand, not very realistic until training had been received.

Job Suitability. To determine the extent to which the enrollee was suited for the job she selected, job requirements were compared with the instructor/counselor ratings on the VRS. Comparisons were made by HumRRO researchers. The enrollee was judged to have made a good selection if the job would present a challenge and yet was realistic in terms of her rated capabilities. The results indicated that 67% of the control group and 73% of the experimental training group chose jobs for which they appeared to be well-suited. The difference between the groups was not reliable (chi square = 0.417 with 1 degree of freedom), but both percentages appear to be reasonably high.

SUMMARY

Enrollees do appear to be future-oriented in relation to the importance they place on different job characteristics. However, they do not seem to use these goals when selecting a particular job. Rather, job selection is based mainly on characteristics concerning the type of job and working conditions. This appears to be congruent with other studies of women's job preferences and does not set the WIN enrollee apart. The major weakness demonstrated by the enrollees appears to be a lack of ability to realistically appraise their own strengths and limitations in relation to the requirements of a particular job. But, despite these seeming inabilities to apply personal goals to job assessment and to assess personal strengths and weaknesses, a reasonably high percentage of the enrollees were able to select a job for which they were qualified. One might speculate, however, as to the length of time an enrollee would remain in training, or on a job, that did not fulfill her personal goals or preferences.

While the instructional units on vocational assessment tended to increase the enrollees' capabilities, the increase was significant only with regard to appraising personal strengths and weaknesses. It is possible that the training provided knowledge of each of these characteristics without providing the tools with which to utilize that knowledge. That such was the case is suggested by the instructor's observation that "... as a result of the instruction and discussion, the enrollee tends to be much more open to her counselor and his conversations with her. The enrollee expects much more in terms of information, explanation, and advice from her counselor and, consequently, this places a greater burden on the counselor. At the same time, this type of openness and expectation is very rewarding because while both are expecting more of each other, the results tend to be much greater." (Appendix H)

Following the instructors' added suggestions for small group discussions and increasing the emphasis on application of the knowledge gained to actual job selection, might increase the effectiveness of the training (28). It is doubtful, however, that the present training units will raise the enrollee to a level of vocational sophistication that would permit completely enrollee-directed vocational assessment. But the training does appear to provide a level of vocational knowledge that permits a cooperative counselor-enrollee effort. Such cooperation should result in final selection of a job that meets both the enrollee's goals and her capabilities, and for which she is more highly motivated and satisfied, having taken an active part in the selection process.[1]

[1] Subsequent to the completion of the research reported here, HumRRO completed a project for the Ohio State University that resulted in a system for identifying features of candidate jobs as they relate to the capabilities and characteristics of the student. The resulting report, HumRRO Technical Report 72-1 (30), should be useful to training personnel in developing instructional modules to help trainees relate characteristics of candidate occupations to themselves.

LITERATURE CITED
AND
APPENDICES

LITERATURE CITED

1. Social Security Act (81 Stat. 888), Title IV, Part C, Section 432.
2. U.S. Department of Labor, Manpower Administration, *WIN Handbook*, July 25, 1968.
3. U.S. Department of Labor, Manpower Administration, MDTA, *Experimental and Demonstration Findings No. 5: Orientation, Counseling, and Assessment in Manpower Programs*, 1969.
4. Analytic Systems Incorporated. *Analysis of WIN Automated Termination Data*, prepared under Department of Labor Contract No. 53-49-70-02, 9 November 1970.
5. Wiley, Ruth. *The Self-Concept*, University of Nebraska Press, Lincoln, Neb., 1961.
6. Lawlis, G. Frank. "A Psychological View of the Chronically Unemployed: Personality and Motivation," *Psychological Reports*, vol. 28, 1971, p.838.
7. Meyers, Samuel M. and McIntyre, Jennie. *Welfare Policy and Its Consequences for the Recipient Population: A Study of the AFDC Program*, U.S. Department of HEW, Social and Rehabilitation Service, Contract No. 405-WA-OC-67-07, December 1969.
8. Rosen, Hjalmar and Turner, John. "Effectiveness of Two Orientation Approaches in Hard-Core Unemployed Turnover and Absenteeism," *Experimental Publication System*, American Psychological Assn, no. 6, ms. no. 218A, 1970.
9. Crawford, Meredith P. *HumRRO Techniques in Course Development*, HumRRO Professional Paper 15-66, May 1966.
10. Glaser R. (Ed.). *Training Research and Education*, Cooperative Research Project 624(09), University of Pittsburgh, July 1961.
11. McKnight, A. James. "Development of Training Management Procedures for Heterogeneous Ability Groups," in *Use of Job and Task Analysis in Training*, HumRRO Professional Paper 1-69, January 1969.
12. U.S. Department of Health, Education, and Welfare. *Guidelines—Work Incentive Program*, CB-11-1969, Washington, D.C. 20201.
13. Osborn, William C., Haggard, Donald F., Boycan, G. Gary, Spangenberg, Ronald W., Engel, John D., and Pratt, Willard H. *An Instructional Program for Employability Orientation*, HumRRO Technical Report 72-4, February 1972.
14. Ammerman, Harry L., and Melching, William H. *The Derivation, Analysis, and Classification of Instructional Objectives*, HumRRO Technical Report 66-4, May 1966.
15. Smith, Robert G. *The Development of Training Objectives*, HumRRO Research Bulletin 11, June 1964, pp. 46-56.
16. Smith, Robert G. *The Engineering of Educational and Training Systems*, D.C. Heath, Lexington, Mass., 1971.
17. Crawford, Jack (Ed.). *CORD National Research Training Manual*, Second Ed. Teaching Research Division, Oregon State System of Higher Education, Monmouth, 1969.

18. Briggs, Leslie J. *Handbook of Procedures for the Design of Instruction*, American Institutes for Research, Pittsburgh, Pa., 1970.

19. Rosen, Hjalmar and Teahan, John E. *A Group Orientation Approach for Facilitating the Work of Adjustment of the Hard-Core Unemployed* , (PB 188 045), Wayne State University, Detroit, Mich., 1969.

20. Simon, A. and Boyer, E.G. *Mirrors for Behavior—Anthology of Classroom Observational Instruments*, Research for Better Schools and The Center for the Study of Teaching, Philadelphia, Pa., 1967.

21. Goodwin, Leonard. *A Study of the Work Orientations of Welfare Recipients Participating in the Work Incentive Program*, (Contract Number 51-09-69-02), Office of Research and Development, Manpower Administration, Department of Labor, Washington, D.C., 1971.

22. Heider, F. *The Psychology of Interpersonal Relations*, John Wiley and Sons, Inc., New York, 1958.

23. Cartwright, D. and Zander, A. *Group Dynamics: Research and Theory*, Row, Peterson, and Co., Evanston, Ill., 1953.

24. Janis, I.L. and Hoffman, D. "Facilitating Effects of Daily Contact Between Partners Who Make a Decision to Cut Down on Smoking," *Journal of Personality and Social Psychology*, vol. 17, no. 1, 1971, pp. 25-35.

25. Herzberg, F., Mausner, B., and Snyderman, B. *The Motivation To Work*, John Wiley and Sons, New York, 1959.

26. Banfield, E.C. *The Unheavenly City: The Nature and the Future of Our Urban Crisis*, Little, Brown & Co., Boston, 1970.

27. Allen, V.L. (Ed.). *Psychological Factors in Poverty*, Markham Publishing Co., Chicago, 1970.

28. Vocational Guidance Service, *The Group Guidance Program*, Houston, 1970.

29. Jurgensen, C.E. "What Do Job Applicants Want?" *Personnel*, vol. 25, 1949, pp. 352-355.

30. Taylor, John E., Montague, Ernest K., and Michaels, Eugene R. *An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model*, HumRRO Technical Report 72-1, January 1972.

Appendix A

PRELIMINARY LIST OF ENROLLEE BEHAVIORS AND KNOWLEDGE AND SKILL REQUIREMENTS

Secure food stamps and/or surplus commodities

- Know eligibility requirements for obtaining food stamps or surplus commodities.
- Know where to apply for food stamps or commodities.
- Know where to get food stamps and commodities.
- Know how to apply for food stamps or commodities.

Plan meals that are nutritionally balanced

- Know nutritional value of various foods.
- Know what foods may be alternated because they have about the same kind and amount of nutrition.
- Know the characteristics of a balanced meal.
- Know types of cooking techniques which preserve the nutritional value of food.

Shop comparatively for various foods

- Know types of food stores and the goods they sell.
- Know what kinds of units are used in measuring foods.
- Know how to figure the costs per unit of similar foods.
- Know how to supplement purchases with home grown foods.
- Know the results of buying on impulse.

Select appropriate types of clothing

Know what types of clothing are acceptable on various types of jobs.

- Know what types of clothing are acceptable in various types of social settings.
- Know what items of clothing it is acceptable to match and combine.
- Know how to inspect and judge quality of goods and construction.
- Know the durability and comfort of clothing made from various common fabrics.
- Know the advantages and disadvantages of various types of under garments.
- Know differences between fad and style.
- Know how to read clothing labels and tags.
- Know what types of care various fabrics require.

Shop comparatively for clothing items

- Know the advantages and disadvantages of shopping in specialty shops and department stores.
- Know the advantages and disadvantages of buying at various types of stores and from mail-order houses.
- Know locations of stores which sell clothing at acceptable prices.
- Know when clothing sales are held and what is on sale.
- Know the basis of judging the workmanship of various items of clothing.
- Know the sources of and the eligibility requirements for obtaining free clothing.

Maintain appearance of clothing

- Know types of tools and materials that are available for making minor clothing repairs and alterations.
- Know how to use tools and materials to make minor clothing repairs and alterations.
- Know types of cleaning techniques which are safe and effective for various types of fabrics.

. Know the advantages and disadvantages of various washing and cleaning products.

. Know types of units used in measuring washing products.

Find possible places of residence

. Know where to find lists of available housing.

. Know the advantages and limitations of using each type of listing service.

. Know how to obtain housing information from classified ads in newspapers.

. Know eligibility requirements for obtaining public housing.

. Know where to apply for public housing.

Choose a suitable place of residence

. Know factors to consider when choosing an apartment or house.

. Know eligibility requirements for low-cost government mortgage loans.

. Know types of obligations which are incurred by renter and owner when a lease is signed.

. Know how eligibility for welfare and WIN training is affected if the enrollee moves to a new location.

. Know how to figure the maximum amount of money that can be budgeted for housing.

. Know civil rights pertaining to housing practices.

Maintain an awareness of safety hazards and safety standards in the home.

. Know what types of conditions in the home can cause accidents.

. Know the possible results of hazards commonly found in the home.

. Know the ways to reduce or get rid of hazards found in the home.

. Know standards for judging safety conditions in the home.

Secure professional medical services

- Know the names, phone numbers and locations of physicians and other health professionals who will treat the enrollee.
- Know what types of services various medical specialists provide.
- Know what types of services various medical and dental clinics provide.
- Know ways in which policies of local hospitals and clinics pertain to the enrollee.
- Know how to obtain emergency treatment.
- Know how to arrange for the services of a family doctor.

Prevent unwanted pregnancies

- Know the basic processes involved in human reproduction.
- Know the advantages and disadvantages of having a large family.
- Know the effects of overpopulation on the family and on society.
- Know what methods of contraception are medically approved.
- Know how to effectively use approved methods of contraception.
- Know where to obtain contraceptives.
- Know where and from whom to obtain additional information.

Administer commonly used commercial medicines

- Know the importance of following directions on labels.
- Know how effective various commercial medicines are and for what ailments.
- Know the symptoms of minor illnesses that usually respond to commercial medicines.
- Know the spoilage characteristics of various medicines.
- Know how to safely store dangerous medicines.
- Know the advantages and disadvantages of prescription drugs and commercial medicines.

. Know the dangers of "mixing" certain medicines.

. Know the basic techniques of first aid.

Maintain an awareness of sound health practices in the home

. Know what types and amounts of exercise and sleep promote good health.

. Know what types of food and beverages promote good health.

. Know what types of food, drugs and beverages to avoid or use sparingly.

. Know symptoms of drug abuse.

. Know the value of routine check-ups and when to have them.

. Know the advantages of having routine immunizations and of keeping them up-to-date.

. Know where to get special help for handicaps and other special health needs.

. Know how to avoid contracting common diseases.

. Know inexpensive and effective methods of controlling rats, vermin, etc.

. Know what symptoms may be especially dangerous to ignore.

. Know how to use and read a thermometer.

. Know how to examine children for signs of illness.

. Know how to examine self for breast cancer.

. Know what types of medical-dental examinations to have and when to have them.

Arrange to have children supervised while enrollee is in training or at work

. Know what types of services are offered by different child-care arrangements

. Know how to use directories of child-care vendors to find those who are suitably located.

- Know what types of emergency arrangements to make with the child-care vendors.
- Know what types of forms must be completed in arranging for child-care.
- Know what types of information must be supplied on application and IRS forms involving child-care.
- Know criteria to be used in estimating the adequacy of child-care services provided under various arrangements.
- Know the prevailing costs of various child-care services.

Evaluate the quality of care and supervision children receive

- Know what physical, educational, emotional and safety needs for which a child-care vendor must provide.
- Know the criteria for judging the adequacy of child-care services received.
- Know how the vendor's failure to meet minimum child-care standards may affect the child.

Maintain an awareness of the personal needs and rights of family members

- Know the types of needs of each member of the family.
- Know the types of problems which may develop when the emotional needs of family members are not fulfilled.
- Know the types of problems which may develop when the intellectual needs of family members are not fulfilled.
- Know the types of problems which may develop when the social needs of family members are not fulfilled.
- Know the types of problems which may develop when the physical needs of family members are not fulfilled.
- Know what types of legal rights and protections are granted to children.
- Know the types of functions of the family as a social unit.
- Know the types of functions and responsibilities of parents in the family.

- Know what types of strong feelings are normal and need to be expressed.
- Know what types of positive and negative responses may be elicited by expressions of strong feelings.
- Know what types of positive and negative responses may be created by changes in family routine.
- Know the advantages and disadvantages of using various types of parental guidance and discipline.

Plan a schedule of household chores for self and family members

- Know the types of chores that must be done to maintain good family relations and smooth operation of the household.
- Know the types of chores that are usually expected of children of various ages.
- Know what types of chores may be dangerous for children of various ages.
- Know what types of chores are done best by two or more persons together.
- Know the advantages of using a family-chore work schedule.
- Know types of mistakes to avoid in organizing and completing the schedule.
- Know types of mistakes to avoid while putting the work schedule to use.
- Know types of variety and flexibility to include in the schedule.
- Know types of rewards and other incentives to include in the schedule.
- Know how to get the schedule accepted and put to use by the whole family.

Plan a schedule of joint family activities

- Know types of experiences needed by children of various ages.
- Know types of non-work activities which family members may benefit from by doing together.
- Know types of advantages gained by joint family activities.

- Know types of advantages of using a family activities schedule.
- Know types of errors to avoid in organizing and completing the family activities schedule.
- Know the advantages of planning with the other members of the family.
- Know the types of errors to try to avoid in planning joint family activities.
- Know types of variety and flexibility to include in the family schedule.
- Know how to get the schedule accepted and put to use by the whole family.

Plan a budget of household and personal expenses for self and family members

- Know the outcomes of carefully planned budgeting.
- Know what types of major expenses a budget must include.
- Know the types of fixed and variable expenses used in setting up a budget.
- Know average amounts of money that should reasonably be allotted for each kind of expense in a typical family budget.

Maintain a record of household and personal expenses

- Know the types of methods that can be used in recording expenses.
- Know the importance of recording expenses in successfully following a budget.
- Know the consequences of not keeping a record of expenses.

Set up a savings account

- Know the outcomes of systematic saving.
- Know types of institutions where a savings account may be established.
- Know what to do to open a savings account.

. Know how interest on a savings account is paid.

. Know how to figure interest that will be earned by a savings account.

Establish an acceptable credit rating

. Know the benefits of having a good credit rating.

. Know what standards are used to determine an individual's credit rating.

. Know what to do to maintain an acceptable credit rating.

. Know what needs to be done to improve an unacceptable credit rating.

Select sources of credit that are lowest in cost

. Know types of sources of credit.

. Know types of criteria which are used by sources of credit to determine a person's eligibility for a loan.

. Know what types of loans there are.

. Know how to figure the total cost of interest and other hidden charges that may be attached to a loan.

. Know what types of hidden charges may be attached to a loan.

Ride on public transportation systems

. Know what fares each transportation system charges.

. Know the locations of vehicle stops and transfer points.

. Know how to obtain information on transportation systems.

. Know the symbols found on a transportation map.

. Know types and uses of transfers.

. Know names, numbers, color codes and letters used to designate routes and "coach stops".

- Know how to read area maps.
- Know how to read transportation schedules and map routes.
- Know how to figure the cost of fares to specific destination and return.
- Know how to estimate the time required for travel.
- Know how to figure savings from the use of tokens or groups of tickets.
- Know rules of transit systems.

Shop comparatively for an automobile

- Know average cost of maintaining used cars of different ages.
- Know what state and local regulations are involved in buying and operating an auto, i.e., license, registration, insurance, etc.
- Know the advantages and disadvantages of various car sales agreements.
- Know methods of protecting self against a "bad deal."
- Know what components to examine on a used car before buying.
- Know where used and/or new cars may be purchased.

Arrange for transportation in a "car pool"

- Know what types of car pool arrangements can be made.
- Know the advantages and disadvantages of membership in a car pool.
- Know how to figure a fair share of the cost of transportation in a car pool.
- Know how to find out about openings in existing car pools.

Contact needed community service agencies

- Know names and addresses of community service agencies.

. Know what types of problems each agency is designed to handle.

. Know requirements for obtaining help from a specific agency.

. Know how to use the telephone directory.

. Know how to place a telephone call.

. Know how to use public transportation.

Use community recreational and cultural facilities

. Know what types of recreational facilities the community offers.

. Know the locations of these recreational facilities.

. Know how to use the facilities of a public library, museum, etc.

. Know what types of cultural facilities the community offers.

. Know the locations of these cultural facilities.

. Know where to find daily or weekly schedules of community activities.

. Know the fee for using various facilities.

. Know the rules and regulations governing use of community facilities.

Use community educational facilities

. Know what local public educational facilities are available.

. Know what local private educational facilities are available.

. Know types of informal (non-credit) courses which are offered to people of various ages.

. Know types of formal courses and educational programs which are available to people of various ages.

. Know how to obtain information about costs and requirements for admission to various educational facilities.

. Know how to obtain counseling regarding educational interests and goals for self and children.

Maintain an awareness of one's self-worth

- . Know what types of personal contributions enrollee can make to family, employer and community.
- . Know the importance of personal contributions that enrollee can make to family, employer and community.
- . Know what types of opportunities there are to increase personal contributions to family, employer and community.
- . Know what types of behavior are characteristic of people whose feelings of self-worth are too low.
- . Know how shyness, aggressiveness, anxiousness, etc. affect the attitudes and behavior of other people with whom one associates.

Maintain an awareness of ability to improve upon present circumstances

- . Know types of personal capabilities currently possessed.
- . Know what types of opportunities exist for improving personal capabilities.
- . Know consequences of not improving personal capabilities.
- . Know outcomes of improving personal capabilities.
- . Know what types of actions may be taken to take advantage of existing opportunities to improve personal capabilities.

Maintain an awareness of ability to make worthwhile contributions to others

- . Know what types of relationships with other people are feasible and normal in social and work settings.
- . Know what types of benefits and limitations result from relationships with other people in social and work settings.
- . Know basic requirements for working cooperatively and productively with other people.
- . Know ways in which to achieve and inspire cooperation in social and work settings.

Choose between immediate employment and further full-time training

- Know what types of jobs are currently available to people who have the same level of education, training, and abilities as the enrollee.
- Know the pay levels of jobs currently available to people who have the same level of education, training and abilities as the enrollee.
- Know advantages and disadvantages, including location, work environment, responsibilities and specific skills required of the jobs which are available to the enrollee.
- Know how to estimate the effects on both the enrollee and family if immediate employment is accepted.
- Know what types of additional full-time education and/or training are currently available to the enrollee.
- Know what types of jobs the enrollee would qualify for if he had the additional educatien and/or training.
- Know typical wages paid for jobs enrollee would qualify for if he had additional education and/or training.
- Know the advantages and disadvantages of jobs for which more education, training or a higher level of skill is required.
- Know how to estimate the effects on both the enrollee and family if additional full-time training is accepted.

Maintain an awareness of personal strengths and weaknesses in choosing a vocational field.

- Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.
- Know what differences there are between the enrollee's capabilities and the job requirements of various vocations.
- Know types of requirements for entering various occupations.
- Know what types of requirements have to be met to qualify for a better than entry-level job in the vocational field of enrollee's choice.

. Know what amounts of time, education, training, and job experience are needed to meet various job requirements.

. Know what opportunities there are for advancement in various occupations.

Clean teeth, hair and skin

. Know how to use effective methods of brushing teeth and washing hair and skin.

. Know what types of products are effective for cleaning teeth and washing hair and skin.

. Know normal precautions to be observed in the cleaning of teeth, mouth, hair and skin.

. Know what standards to use in judging how well mouth, teeth, hair and skin are kept clean and free of offensive odors.

Maintain an awareness of health hazards and health standards while caring for body.

. Know how to give hair, teeth and skin proper care.

. Know consequences of not giving proper care to hair, teeth and skin.

. Know types of health conditions and hazards normally associated with the care of hair, teeth and skin.

. Know types of preventive care techniques for maintaining good general body health.

Groom hair, nails and skin

. Know what standards employers and job interviewers use in judging the appearance of applicants and employees.

. Know what types of products and tools may be used to improve the appearance of hair, nails and skin.

. Know the proper uses of products and tools used to improve the appearance of hair, nails and skin.

. Know how to use the products and tools in improving the appearance of hair, nails and skin.

. Know precautions to be taken when using products and tools to improve personal appearance.

Maintain an awareness of body condition acceptable to others in social or work situations

. Know what standards people use in judging the appearance of others.

. Know consequences of not meeting the standards of appearance used by others.

. Know how to improve personal appearance enough to meet the standards used by employers, other employees and associates.

. Know types of body conditions, besides appearance, which affect relationships between employees and other people.

Find potential job openings

. Know names of people, agencies and other sources of information on job openings.

. Know how and where to contact people, agencies and other sources of information on job openings.

. Know what steps need to be taken to obtain information on job openings.

. Know advantages and limitations of using different types of sources of job information.

. Know what types of jobs make use of enrollee's qualifications.

. Know how to use the classified want ad sections of the newspaper.

. Know how to use the telephone directory to find and contact companies that employ people with enrollee's qualifications and vocational interests.

Make initial contact with potential employer

. Know steps to take to arrange for initial contact with potential employer.

. Know how to arrange appointments for job applications and interviews.

- Know types of information to obtain while arranging for first appointment.
- Know types of preparations to make before going to appointments.
- Know types of information and documents to take to initial appointment.
- Know consequences of not arriving on time and/or arriving unprepared.
- Know how to conduct oneself during the initial contact.
- Know how to follow up on the outcomes of the initial contact.

Supply information requested in an employment interview

- Know what types of information the interviewer may ask for in a job interview.
- Know the reasons and purposes the interviewer may have for asking for various types of information.
- Know the types of documents the applicant may need to show during the job interview.
- Know how to state facts and ideas clearly during a job interview.
- Know the meanings of terms and phrases that are frequently used by employment interviewers.
- Know how to prepare for doing one's best in a job interview.

Maintain an awareness of employer criteria used to evaluate employment application forms

- Know what types of information, given by the job applicant, may be checked for verification by the employer.
- Know the outcomes of providing false or inaccurate information on the application form.
- Know what standards employers use in judging the information the information provided by applicants.
- Know what standards employers use in judging the manner and method in which the applicant gives the required information.

- Know precautions that need to be taken when providing and printing information on an application form.
- Know how to print the requested information legibly on the application form.

Maintain an awareness of good test taking procedures

- Know kinds of scoring procedures used to determine test results.
- Know the factors that affect test results for each type of scoring procedure.
- Know the types of provisions made for asking questions in various test situations.
- Know the consequences of not understanding test instructions.
- Know the types of verbal and printed instructions provided in tests.
- Know how to use examples and sample questions and answers to improve test performance.
- Know what employers and agencies do with the test results.

Respond to multiple-choice, true-false, and open-end question formats

- Know the types of questions and answer formats that are used in various tests.
- Know procedures for making the best choice among alternative answers in taking multiple-choice and true-false tests.
- Know criteria used to score open-end questions in commonly used tests.

Mark answers on standardized answer sheets

- Know the types of formats commonly used in recording test answers.
- Know how to use the answer forms that go with various kinds of tests.
- Know precautions that must be taken when recording answers to test questions.

- Know the consequences of not following directions in answering test questions.

Supply information requested on employment application forms

- Know the types of information that are required in filling out application forms.
- Know how employers use the information that is requested on the application form.
- Know types of documents that may need to be shown or referred to in filling out an application form.
- Know types of aids that can be taken to the place of application to assist in providing requested information.
- Know the meanings of terms and abbreviations commonly used on application forms.
- Know how to print or type the information requested on the application form.
- Know how to follow printed and verbal directions for filling out application forms.

Obtain information relevant to the acceptance or rejection of the position if job offer is received

- Know types of information that should be obtained by the enrollee during the job interview.
- Know the consequences of not finding out about job duties, shifts of schedules, working conditions, chances for promotion, etc.
- Know what to take to a job interview for recording needed information.
- Know how to ask the job interviewer clear and concise questions.

Maintain an awareness of interviewer's criteria for evaluating potential employees

- Know what standards the interviewer uses in judging the applicant's answers and other comments.
- Know what standards interviewers use in judging the manner in which the applicant gives the required information.

- Know the ways an applicant should not behave during a job interview.

- Know the consequences of not behaving properly during a job interview.

- Know the types of information given by the applicant that the employer can check for verification.

- Know the outcomes of giving false or inaccurate information during a job interview.

Evaluate ability to meet job requirements

- Know what has to be done to perform the job successfully.

- Know which skills, knowledges and other abilities enrollee now has which he can use to perform the job successfully.

- Know types of problems which may be caused by conflicts between enrollee's personal preferences and requirements imposed by the job.

- Know how to use enrollee's past experiences to judge his present ability to do the job.

Evaluate the opportunities which the job provides for meeting long-term vocational objectives

- Know types of opportunities for advancement that are provided by various entry-level occupations.

- Know what effects experience gained through immediate employment will have on reaching long-term vocational goals.

- Know approximately how long it will take to meet various long-term employment objectives.

- Know types of training, experience and education various jobs require.

Maintain an awareness of established work standards while performing assigned job tasks

- Know the types of conduct and behavior employers expect of employees.

- Know the benefits of behaving and performing as an employer expects.
- Know what to do to increase chances that job performance will meet employer's standards.
- Know what types of conduct are unacceptable in a work setting.
- Know why certain kinds of behaviors are not acceptable to employers.
- Know the consequences of unacceptable conduct on the job.
- Know what to do to reduce chances of behaving in ways that are unacceptable to an employer or to other employees.

Maintain an awareness of established work standards regarding attendance and punctuality

- Know what standards employers use in judging the employee's attendance and punctuality.
- Know the purposes for which employers use employee time and attendance records.
- Know the consequences of not meeting employer standards of attendance and punctuality.
- Know what employers expect employees to do when it is necessary to be absent from the job or late to work.

Establish good relationships with fellow employees

- Know what types of help fellow employees can provide on the on the job.
- Know what types of conduct are not acceptable to fellow employees.
- Know why certain kinds of conduct are not acceptable to fellow employees.
- Know why fellow employees may offer advice or instructions to a new employee on how to perform assigned tasks, etc.
- Know how to avoid upsetting or alienating fellow employees.
- Know how to establish good working relationships with fellow employees.

. Know how to clearly express ideas and questions to fellow employees.

Establish good relationships with supervisors

. Know the types of duties a supervisor is responsible for performing.

. Know why an employer considers the supervisor important.

. Know how to clearly express ideas and questions to the supervisor.

. Know consequences of not following the supervisor's instructions, suggestions and directions.

Maintain an awareness of the employer's rights while holding a job

. Know the economic restrictions and business demands under which employers must operate.

. Know the employer's legal rights in dealing with his employees.

Maintain an awareness of fringe benefits employees receive as compensation for work performance

. Know what types of fringe benefits an employer may provide for his employees.

. Know the relative values of various fringe benefits.

. Know what types of requirements an employee must meet to receive various fringe benefits.

Maintain an awareness of job advancement opportunities

. Know what a typical employee must accomplish to be promoted to a higher position.

. Know the usual reasons why employers establish a standard of requirements for employee promotions.

. Know types of criteria used by employers to guide their selection of employees to be promoted.

- Know the ways to judge what chances there are for an on-the-job promotion.

- Know how to obtain information about other advancement opportunities.

Maintain an awareness of employee rights regarding working conditions on the job

- Know types of employee's legal rights pertaining to working conditions.

- Know what types of services union representatives are responsible for providing to employees.

- Know what to do when a grievance arises.

Maintain an awareness of union regulations pertaining to membership, dues and employment

- Know what types of benefits and responsibilities are associated with union membership.

- Know the types of purposes for which unions may use their members' dues, fees and assessments.

- Know the types of union facilities and employment services which are available to members and non-members.

Appendix B

SURVEY QUESTIONNAIRE

A copy of the questionnaire used in the nationwide survey of WIN Orientation Training Needs follows. To save space certain redundant portions of the questionnaire have been omitted from this sample copy:

1. The list of activities to be rated for male enrollees (Section 1, Part B, pages 21-26). These pages were the same as pages 13-18.

2. Additional pages of blank forms for respondents to provide performance requirement information for activities they may have written in (Section 2, Part C, pages 40-47). These pages were the same as pages 37-39.

Also, it should be noted that the activity for which performance requirement information was sought in Section 2, Part B, varied from one questionnaire to another. More specifically, each questionnaire in a set of sixty listed a different activity (different page 33) in Part B of Section 2.

A

QUESTIONNAIRE SURVEY

OF

WIN ORIENTATION TRAINING NEEDS

Conducted by: Human Resources Research Organization (HumRRO)
Division No. 2
Fort Knox, Kentucky 40121

Under Sponsorship of: U. S. Department of Labor
Manpower Administration
Contract No. 51-49-70-06

Date: August 1970

Please return this questionnaire to: Dr. Donald F. Haggard
Project Director
HumRRO Division No. 2
Fort Knox, Kentucky 40121

INTRODUCTION

This questionnaire is about WIN Employability Orientation.* Our general objective is to identify the needs of the WIN enrollee which should be met through participation in the Orientation Program. But first, here are some answers to questions that you may have.

WHAT IS HUMRRO?

The Human Resources Research Organization (HumRRO) is a non-profit corporation that attempts to improve human performance through research and development in the areas of training, motivation and leadership. HumRRO is now under contract to the Department of Labor to develop guidelines for WIN Orientation training.

WHAT IS THE PURPOSE OF THIS QUESTIONNAIRE?

The purpose of this questionnaire is to obtain your experienced judgment about what WIN enrollees must know and be able to do by the end of Orientation if they are to successfully meet WIN objectives.

WHO IS BEING ASKED TO COMPLETE THIS QUESTIONNAIRE?

Personnel in all WIN Projects are being surveyed. Key staff members, people with first-hand knowledge of the WIN enrollee's needs and capabilities, are being asked to respond to the questionnaire.

HOW WILL THE RESULTS BE USED?

Responses to the questionnaire will help define Orientation training needs and the priority of these needs among different WIN offices. These Orientation requirements will guide the development of a model Orientation Training Program for later use by interested WIN offices engaged in Orientation Training. This is <u>not</u> an evaluation of your Orientation training. Questions pertaining to your present program are asked only because they may further reflect training needs.

WHAT KINDS OF QUESTIONS WILL I BE ASKED?

For the most part, you will be asked about behaviors or activities that WIN enrollees need to learn in order to be successful in the world of work. Questions will cover such topics as these:

- What must a person who has completed WIN training be able to do in order to successfully meet his responsibilities to self, family and employer?
- How important are these behaviors in terms of meeting the overall goals of WIN?
- Which of these behaviors are learned during Orientation, and which during other components of WIN training?
- Of these behaviors, which ones does a typical enrollee have the ability to do when he first comes into your office?

---

*<u>Work Incentive Program Handbook</u>, U. S. Department of Labor, Manpower Administration, Washington, D. C.: Section 513 D. 2., July, 1968.

WHAT BACKGROUND WORK WAS DONE IN PREPARING THIS QUESTIONNAIRE?

In developing these questions, we began with statements of WIN goals. The overall goal and four subgoals were identified, and then each subgoal was broken down into "areas of activity." For each area we then listed the kinds of activities which an enrollee may be required to perform in order to achieve the WIN goals. These preliminary lists provide the substance for this questionnaire.

HOW LONG WILL IT TAKE TO COMPLETE THE QUESTIONNAIRE?

Originally, we had hoped that it would take no longer than two hours. However, in trying it out on some WIN staff members in Kentucky, we found that it will probably take longer. Interest in the content of the questionnaire tended to lead to enthusiastic discussion among staff members, which prolonged the time spent on the questionnaire, but which contributed immeasurably to the quality of responses given. So it may take you four to six hours, or even a full day, to do the type of job that you would like to do (and that we hope you can do) on this questionnaire. But if the product of our work (Guidelines for Orientation Training) is to be provided on a timely basis, it is important that we receive your responses and comments as early as possible. Therefore, we request that you return the questionnaire within two weeks from the time you receive it.

As a starting point, you might like to see the goals and activity areas with which we began. These are shown on the next page.

ORIENTATION GOALS AND ACTIVITY AREAS

Overall Goal

Increase awareness, understanding and development of attributes, other than job skill, which are necessary to obtain and hold a job and advance within a career field commensurate with ability.

Subgoal I

To enable an enrollee to meet home and family responsibilities so that he is able to attend to the demands of employment.

Food	Family Relations
Clothing	Money Management
Residency	Transportation
Health	Community Resources
Child Care	

Subgoal II

To enable an enrollee to develop an understanding of factors affecting career choice and to acquire attributes prerequisite to the attainment of employment goals.

- Self Concept
- Vocational Goals
- Personal Hygiene
- Grooming

Subgoal III

To enable an enrollee to seek and obtain full time employment appropriate to capabilities and career expectations and interests.

Job Searching	Interviewing
Application	Job Assessment
Test Taking	

Subgoal IV

To enable an enrollee to sustain employment and advance within a chosen field commensurate with ability.

- Job Performance
- Employee Relations
- Company Policies
- Union Policies

To give you a further overview of the subject matter that you will be working with, on the next two pages we have listed all of the Activities that the successful WIN enrollee ideally should be able to perform. These are listed under the Subgoals and Activity Areas to which they pertain.

ACTIVITY AREAS AND COMPONENT ACTIVITIES

SUBGOAL I. TO ENABLE AN ENROLLEE TO MEET HOME AND FAMILY RESPONSIBILITIES SO THAT HE IS ABLE TO ATTEND TO THE DEMANDS OF EMPLOYMENT.

Food: To provide a balanced diet

- .Secure food stamps and/or surplus commodities
- .Plan meals that are nutritionally balanced
- .Shop comparatively for various foods

Clothing: To provide sufficient clothing

- .Select appropriate types of clothing
- .Shop comparatively for clothing items
- .Maintain appearance of clothing

Residency: To sustain a place of residence

- .Find possible places of residence
- .Choose a suitable place of residence
- .Maintain an awareness of safety hazards and standards in the home

Health: To establish good health on part of self and family members

- .Secure professional medical services
- .Prevent unwanted pregnancies
- .Administer commonly used commercial medicines
- .Maintain an awareness of sound health practices in the home

Child Care: To provide adequate child care

- .Arrange to have children supervised while enrollee is in training or at work
- .Evaluate the quality of care and supervision children receive

Family Relations: To establish good family relations

- .Maintain an awareness of the personal needs and rights of family members
- .Plan a schedule of household chores for self and family members
- .Plan a schedule of joint family activities

Money Management: To effectively manage income

- .Plan a budget of household and personal expenses for self and family members
- .Maintain a record of household and personal expenses
- .Set up a savings account
- .Establish an acceptable credit rating
- .Select sources of credit that are lowest in cost

Transportation: To travel

.Ride on public transportation systems
.Shop comparatively for an automobile
.Arrange for transportation in a "car pool"

Community Resources: To secure services provided by the community

.Contact needed community service agencies
.Use community recreational and cultural facilities
.Use community educational facilities

SUBGOAL II. TO ENABLE AN ENROLLEE TO DEVELOP AN UNDERSTANDING OF FACTORS AFFECTING CAREER CHOICE AND TO ACQUIRE ATTRIBUTES PREREQUISITE TO THE ATTAINMENT OF EMPLOYMENT GOALS.

Self Concept: To strengthen self concept

.Maintain an awareness of one's self-worth
.Maintain an awareness of ability to improve upon present circumstances
.Maintain an awareness of ability to make worthwhile contributions to others
.Desire to obtain employment

Vocational Goals: To establish vocational goals

.Choose between immediate employment and further full time training
.Maintain an awareness of personal strengths and weaknesses in choosing a vocational field

Personal Hygiene: To improve personal hygiene

.Clean teeth, hair and skin
.Maintain an awareness of health hazards and standards while caring for body

Grooming: To improve personal grooming

.Groom hair, nails and skin
.Maintain an awareness of body condition acceptable to others in social or work situations

SUBGOAL III. TO ENABLE AN ENROLLEE TO SEEK AND OBTAIN FULL TIME EMPLOYMENT APPROPRIATE TO CAPABILITIES AND CAREER EXPECTATIONS AND INTERESTS.

Job Searching: To search for a job

.Find potential job openings
.Make initial contact with potential employer

Application: To apply for a job

.Supply information requested on employment application forms
.Maintain an awareness of employer criteria used to evaluate employment application forms

Test Taking: To take written tests

.Maintain an awareness of good test taking procedures
.Respond to multiple choice, true-false, open end question formats
.Mark answers on standardized answer sheets

Interviewing: To interview for a job

.Supply information requested in an employment interview
.Obtain information relevant to the acceptance or rejection of the position if job offer is received
.Maintain an awareness of interviewer criteria used to evaluate potential employees

Job Assessment: To assess a job offer

.Evaluate ability to meet job requirements
.Evaluate the opportunities which the job provides to meet long term vocational objectives

SUBGOAL IV. TO ENABLE AN ENROLLEE TO SUSTAIN EMPLOYMENT AND ADVANCE WITHIN A CHOSEN FIELD COMMENSURATE WITH ABILITY.

Job Performance: To perform job assignments

.Maintain an awareness of established work standards while performing assigned job tasks
.Maintain an awareness of established work standards regarding attendance and punctuality

Employee Relations: To develop good working relations

.Establish good relationships with fellow employees
.Establish good relationships with supervisors

Company Policies: To work within company policies

.Maintain an awareness of employer rights while holding a job
.Maintain an awareness of fringe benefits employees receive as compensation for work performance
.Maintain an awareness of advancement opportunities

Union Policies: To work within union policies

.Maintain an awareness of employee rights regarding working conditions on the job
.Maintain an awareness of union regulations pertaining to membership, dues and employment

GENERAL INSTRUCTIONS

The questionnaire is divided into three sections.

- Section 1 contains a listing of the Activities which you just read through. Here you will be asked to rate each Activity in terms of (a) its overall importance to the WIN Program, (b) the capability of WIN enrollees in your Project to perform it, and (c) the likelihood that enrollees will learn to do it outside of Orientation Training. You will also be asked to add any Activities that you discover are missing and to rate them.

- Section 2 contains questions asking for information about (a) the personal goals of WIN enrollees, (b) performance requirements for one of the listed Activities, and (c) performance requirements for any Activities you may have added in Section 1. In the latter two parts of this section you will be asked questions about (a) the specific things that must be learned if an enrollee is to acquire an ability to perform the Activity, (b) the symptoms of enrollee inability to perform the Activity, and (c) the circumstances which may contribute to this inability.

- Section 3 is a general information form in which you will be asked to provide descriptive information about your Project and the Orientation Training Component with which you are most familiar.

More detailed instructions are given with each of the sections.

You are encouraged to work as a team in filling out this questionnaire, but try to bring to bear your individual experience with and first-hand knowledge about WIN enrollees in your Project. Please avoid basing your responses on hearsay or other information that is of questionable reliability.

We recommend that each of you individually read through the entire questionnaire before getting together to fill it out. Careful reading of all the instructions will hopefully prevent any misunderstandings or points of confusion.

SECTION 1

In a number of States both females and males are enrolled in WIN. Therefore, SECTION 1 has been divided into two parts. Part A should be used to record judgments about typical female enrollees in your Project. Part B should be used to record judgments about typical male enrollees. If in your Project only females are enrolled in WIN, only Part A should be completed. If <u>both</u> females and males are enrolled in WIN in your Project, complete both Part A and Part B.

PART A

On the following pages is a list of Activities which WIN enrollees should probably be able to perform if the objectives of WIN are to be met. For each Activity, we would like you to first read it over carefully and then answer these three questions as they apply to the typical female WIN enrollee.

Question 1

Ask yourself the question: How important to the overall goal of WIN is it that an enrollee be able to do this Activity?

Answer the question by assigning each Activity a number from 0 to 7; where 0="one of the most unimportant," and 7="one of the most important." Write the number indicating your rating in the first box after the Activity.

For example:

Arrange to have children supervised while enrollee is in training or at work	6		
Plan a budget of household and personal expenses for self and family members	2		

The first sample Activity was rated "6" indicating that it was judged to be "one of the most important." This rating might have been based on the thinking that failure to arrange for suitable child care almost always results in the enrollee not completing training and/or the loss of a job if employment is obtained.

The second sample Activity was rated "2" indicating that it was judged to be "relatively unimportant." This rating indicates that being able to plan a budget is less important than most other Activities.

Question 2

Next, ask yourself: How many enrollees in my Project area can do this Activity before entering the WIN Program?

Answer this question by rating the Activity on a scale from 0 to 7; where 0="none of the enrollees," and 7="most enrollees." Write the number indicating your rating in the second box after the Activity.

For example:

Arrange to have children supervised while enrollee is in training or at work		4	
Plan a budget of household and personal expenses for self and family members		1	

The rating of "4" for the first Activity indicates that slightly less than half of the enrollees can satisfactorily arrange for child care before entering WIN. The rating of "1" for the second Activity indicates that practically none of those people enrolling in WIN can plan a budget.

Question 3

Finally, ask yourself: How likely is it that enrollees will learn to do this Activity during the WIN Program from a source other than Orientation training?

Assume that most WIN enrollees are not able to perform the Activity satisfactorily upon entering Orientation. Then answer this question by thinking of other sources or types of training in which most enrollees would normally participate, whether these are in other (non-Orientation) parts of WIN or completely separate from the WIN Program. (These should not be long term sources or types of training, but ones which would take place in time to assist the enrollee in successfully meeting the objectives of WIN.) Rate the Activity on a scale from 0 to 7 indicating how likely it is that it will be learned outside of WIN Orientation; where 0="very unlikely," and 7="very likely." Write the number indicating your rating in the third box after the Activity.

For example:

Arrange to have children supervised while enrollee is in training or at work			6
Plan a budget or household and personal expenses for self and family members			0

The first sample Activity was rated "6" which may indicate, for example, that from experience the rater knows that social workers personally take responsibility for teaching most WIN enrollees how to arrange for child care. On the other hand, if it is known that social workers do not normally provide this training, then the Activity should have been given a much lower rating.

The rating of "0" for the second sample Activity indicates that the rater knows it is extremely unlikely that most WIN enrollees will learn to plan a budget if not taught how to do so in Orientation Training.

In doing the rating, try to avoid letting one of your ratings influence either of the other two on an Activity. That is, for example, don't let the fact that few of your beginning enrollees can perform an Activity influence your judgment of the importance of being able to perform it. It may help to avoid this pitfall if you first answer Question 1 for all Activities, then Question 2 for all Activities, and finally Question 3 for all Activities.

Please rate every Activity on all three questions. If in any case you are unsure of what rating to give, just make the best estimate that you can, and then place a question mark beside your rating.

When you are through rating the listed Activities, please add to the list any Activities that you discover are missing and rate them also. Try to avoid adding Activities that are clearly part of or included in one of those already on the list.

3. How likely is it that enrollees will learn to do this Activity during the WIN Program from a source other than Orientation training?

2. How many enrollees in your Project can do this Activity before entering the WIN Program?

1. How important to the overall goal of WIN is it that an enrollee be able to do this Activity?

First answer Question 1 for all Activities, then Question 2 for all Activities, then Question 3 for all Activities.

	ACTIVITIES	7, 6 one of the most important; 5, 4 relatively important; 3, 2 relatively unimportant; 1, 0 one of the most unimportant	7, 6 most enrollees; 5, 4 about half the enrollees; 3, 2 few enrollees; 1, 0 none of the enrollees	7, 6 very likely; 5, 4 likely; 3, 2 unlikely; 1, 0 very unlikely
Self Concept	Maintain an awareness of one's self-worth			
	Maintain an awareness of ability to improve upon present circumstances			
	Maintain an awareness of ability to make worthwhile contributions to others			
	Desire to obtain employment			
Interviewing	Supply information requested in an employment interview			
	Obtain information relevant to the acceptance or rejection of the position if job offer is received			
	Maintain an awareness of interviewer criteria used to evaluate potential employees			
Child Care	Arrange to have children supervised while enrollee is in training or at work			
	Evaluate the quality of care and supervision children receive			
Company Policies	Maintain an awareness of employer rights while holding a job			
	Maintain an awareness of fringe benefits employees receive as compensation for work performance			
	Maintain an awareness of advancement opportunities			

3. How likely is it that enrollees will learn to do this Activity during the WIN Program from a source other than Orientation training?

2. How many enrollees in your Project can do this Activity before entering the WIN Program?

1. How important to the overall goal of WIN is it that an enrollee be able to do this Activity?

First answer Question 1 for all Activities, then Question 2 for all Activities, then Question 3 for all Activities.

	ACTIVITIES	7, 6 one of the most important; 5, 4 relatively important; 3, 2 relatively unimportant; 1, 0 one of the most unimportant	7, 6 most enrollees; 5, 4 about half the enrollees; 3, 2 few enrollees; 1, 0 none of the enrollees	7, 6 very likely; 5, 4 likely; 3, 2 unlikely; 1, 0 very unlikely
Test Taking	Maintain an awareness of good test taking procedures			
	Respond to multiple choice, true-false, open end question formats			
	Mark answers on standardized answer sheets			
Family Relations	Maintain an awareness of the personal needs and rights of family members			
	Plan a schedule of household chores for self and family members			
	Plan a schedule of joint family activities			
Job Searching	Find potential job openings			
	Make initial contact with potential employer			
Application	Supply information requested on employment application forms			
	Maintain an awareness of employer criteria used to evaluate employment application forms			
Union Policies	Maintain an awareness of employee rights regarding working conditions on the job			
	Maintain an awareness of union regulations pertaining to membership, dues and employment			

3. How likely is it that enrollees will learn to do this Activity during the WIN Program from a source other than Orientation training?

2. How many enrollees in your Project can do this Activity before entering the WIN Program?

1. How important to the overall goal of WIN is it that an enrollee be able to do this Activity?

First answer Question 1 for all Activities, then Question 2 for all Activities, then Question 3 for all Activities.

	ACTIVITIES	7, 6 one of the most important; 5, 4 relatively important; 3, 2 relatively unimportant; 1, 0 one of the most unimportant	7, 6 most enrollees; 5, 4 about half the enrollees; 3, 2 few enrollees; 1, 0 none of the enrollees	7, 6 very likely; 5, 4 likely; 3, 2 unlikely; 1, 0 very unlikely
Money Management	Plan a budget of household and personal expenses for self and family members			
	Maintain a record of household and personal expenses			
	Set up a savings account			
	Establish an acceptable credit rating			
	Select sources of credit that are lowest in cost			
Employee Relations	Establish good relationships with fellow employees			
	Establish good relationships with supervisors			
Job Performance	Maintain an awareness of established work standards while performing assigned job tasks			
	Maintain an awareness of established work standards regarding attendance and punctuality			
Community Resources	Contact needed community service agencies			
	Use community recreational and cultural facilities			
	Use community educational facilities			

3. How likely is it that enrollees will learn to do this Activity during the WIN Program from a source other than Orientation training?

2. How many enrollees in your Project can do this Activity before entering the WIN Program?

1. How important to the overall goal of WIN is it that an enrollee be able to do this Activity?

First answer Question 1 for all Activities, then Question 2 for all Activities, then Question 3 for all Activities.

	ACTIVITIES	7, 6 one of the most important; 5, 4 relatively important; 3, 2 relatively unimportant; 1, 0 one of the most unimportant	7, 6 most enrollees; 5, 4 about half the enrollees; 3, 2 few enrollees; 1, 0 none of the enrollees	7, 6 very likely; 5, 4 likely; 3, 2 unlikely; 1, 0 very unlikely
Residency	Find possible places of residence			
	Choose a suitable place of residence			
	Maintain an awareness of safety hazards and standards in the home			
Job Assessment	Evaluate ability to meet job requirements			
	Evaluate the opportunities which the job provides to meet long term vocational objectives			
Vocational Goals	Choose between immediate employment and further full time training			
	Maintain an awareness of personal strengths and weaknesses in choosing a vocational field			
Transportation	Ride on public transportation systems			
	Shop comparatively for an automobile			
	Arrange for transportation in a "car pool"			
Personal Hygiene	Clean teeth, hair and skin			
	Maintain an awareness of health hazards and standards while caring for body			

3. How likely is it that enrollees will learn to do this Activity during the WIN Program from a source other than Orientation training?

2. How many enrollees in your Project can do this Activity before entering the WIN Program?

1. How important to the overall goal of WIN is it that an enrollee be able to do this Activity?

First answer Question 1 for all Activities, then Question 2 for all Activities, then Question 3 for all Activities.

	ACTIVITIES	7, 6 one of the most important; 5, 4 relatively important; 3, 2 relatively unimportant; 1, 0 one of the most unimportant	7, 6 most enrollees; 5, 4 about half the enrollees; 3, 2 few enrollees; 1, 0 none of the enrollees	7, 6 very likely; 5, 4 likely; 3, 2 unlikely; 1, 0 very unlikely
Grooming	Groom hair, nails and skin			
	Maintain an awareness of body conditions acceptable to others in social or work situations			
Food	Secure food stamps and/or surplus commodities			
	Plan meals that are nutritionally balanced			
	Shop comparatively for various foods			
Clothing	Select appropriate types of clothing			
	Shop comparatively for clothing items			
	Maintain appearance of clothing			
Health	Secure professional medical attention			
	Prevent unwanted pregnancies			
	Administer commonly used commercial medicines			
	Maintain an awareness of sound health practices in the home			

3. How likely is it that enrollees will learn to do this Activity during the WIN Program from a source other than Orientation training?

2. How many enrollees in your Project can do this Activity before entering the WIN Program?

1. How important to the overall goal of WIN is it that an enrollee be able to do this Activity?

First answer Question 1 for all Activities, then Question 2 for all Activities, then Question 3 for all Activities.

ACTIVITIES	7, 6 one of the most important; 5, 4 relatively important; 3, 2 relatively unimportant; 1, 0 one of the most unimportant	7, 6 most enrollees; 5, 4 about half the enrollees; 3, 2 few enrollees; 1, 0 none of the enrollees	7, 6 very likely; 5, 4 likely; 3, 2 unlikely; 1, 0 very unlikely

PART B

The activities listed on the following pages are identical to those in PART A. Review and rate each activity again, this time basing your ratings on typical male enrollees in your Project.

SECTION 2

This section of the questionnaire is divided into three parts. Here you are asked to provide detailed information about the

- personal goals of WIN enrollees (Part A)
- performance requirements for one Activity (Part B)
- performance requirements for Activities that you may have added in Section 1 (Part C).

Separate instructions and response forms for the three parts follow.

PART A

On Pages 29 and 30 is a list of Personal Goals which enrollees may have when they enter the WIN Program. We would like you to read over the list of Personal Goals carefully, and then answer the following questions.

1. How important is this Personal Goal to the average enrollee?

   Answer the question by rating the importance of the goal on a scale from 0 to 7 where 0="one of the most unimportant," and 7="one of the most important." Write the number indicating your rating in the first box after the goal.

2. How many enrollees in your Project have this Personal Goal when they enter the WIN Program?

   In answering this question, do not consider the importance of the goal, but only the number of enrollees who have the goal. Answer the question by rating the number on a scale from 0 to 7 where 0="none of the enrollees," and 7="most of the enrollees." Write the number in the second box after the goal.

3. How likely is it that this Personal Goal can be attained through the type of employment that the enrollees will probably obtain?

   Answer the question by rating the likelihood on a scale from 0 to 7 where 0="very unlikely," and 7="very likely." Write the number in the third box after the goal.

4. What additional Personal Goals might the enrollees have when they enter the WIN Program?

   Answer the question by thinking of Personal Goals which some enrollees have that are not on the list. Write these goals in the blank spaces provided on Page 31. Then go back and answer the first three questions for each of these additional goals.

PLEASE RATE ALL PERSONAL GOALS INCLUDING THOSE YOU HAVE ADDED. If you are unsure of a rating, make the best estimate you can and place a question mark beside it.

3. How likely is it that this personal goal can be attained through the type of employment that the enrollees will probably obtain?

2. How many enrollees in your Project have this personal goal when they enter the WIN Program?

1. How important is this personal goal to the average enrollee?

First answer Question 1 for all goals, then Question 2 for all goals, then Question 3 for all goals.

PERSONAL GOALS	7, 6 one of the most important; 5, 4 relatively important; 3, 2 relatively unimportant; 1, 0 one of the most unimportant	7, 6 most enrollees; 5, 4 about half the enrollees; 3, 2 few enrollees; 1, 0 none of the enrollees	7, 6 very likely; 5, 4 likely; 3, 2 unlikely; 1, 0 very unlikely
To graduate from college			
To have enough money to buy some of the luxuries of life, such as a new car, color TV, fur coat, etc.			
To get rid of the stigma of being dependent on welfare			
To have the respect of their children			
To have self-respect			
To have the respect of their neighbors			
To have a feeling of success and achievement			
To have the love of their children and family			
To have a stable and happy family			
To live in a better neighborhood			
To have a home or apartment with modern conveniences			
To be able to provide their children with better clothes, food, and medical care			

3. How likely is it that this personal goal can be attained through the type of employment that the enrollees will probably obtain?

2. How many enrollees in your Project have this personal goal when they enter the WIN Program?

1. How important is this personal goal to the average enrollee?

First answer Question 1 for all goals, then Question 2 for all goals, then Question 3 for all goals.

PERSONAL GOALS	7, 6 one of the most important; 5, 4 relatively important; 3, 2 relatively unimportant; 1, 0 one of the most unimportant	7, 6 most enrollees; 5, 4 about half the enrollees; 3, 2 few enrollees; 1, 0 none of the enrollees	7, 6 very likely; 5, 4 likely; 3, 2 unlikely; 1, 0 very unlikely
To have their children complete high school			
To enable their children to have a better life than they themselves have			
To avoid government interference (real or imaginary) with their personal lives			
To live in a home or apartment that is free of rats, roaches, and other health hazards			
To live in a community where their children would be safe out-of-doors			
To have a happy marriage			
To keep their children from going on welfare			
To live like the average American family			
To enable their children to go to college			
To have a home in which they would not be ashamed to live or have visitors			

3. How likely is it that this personal goal can be attained through the type of employment that the enrollees will probably obtain?

2. How many enrollees in your Project have this personal goal when they enter the WIN Program?

1. How important is this personal goal to the average enrollee?

First answer Question 1 for all goals, then Question 2 for all goals, then Question 3 for all goals.

PERSONAL GOALS	7, 6 one of the most important; 5, 4 relatively important; 3, 2 relatively unimportant; 1, 0 one of the most unimportant	7, 6 most enrollees; 5, 4 about half the enrollees; 3, 2 few enrollees; 1, 0 none of the enrollees	7, 6 very likely; 5, 4 likely; 3, 2 unlikely; 1, 0 very unlikely

PART B

Pages 33 through 35 are to be used in answering the four questions listed below. These four questions pertain to one Activity (from the original list in Section 1). The particular Activity that we are asking you about is given at the top of the next page. Please answer each of the four questions for this one Activity.

Questions 1 and 2 ask about knowledges and skills that WIN enrollees should probably have if they are to perform the Activity satisfactorily. The form on Pages 33 and 34 should be used to answer Questions 1 and 2.

1. How important is having this skill or knowledge to satisfactory performance of the Activity?

Read over the list of knowledges and skills given. Then answer the question by rating the relative importance of the knowledge or skill on a scale from 0 to 7; where 0="one of the most unimportant," and 7="one of the most important." Write the number indicating your rating in the box after the knowledge or skill. If a statement is too general to rate, reword it and rate the new statement. If you are still unsure what rating to give, make the best estimate you can and then place a question mark beside it.

2. What additional knowledges or skills might the most severely disadvantaged WIN enrollee need to perform this Activity?

Answer the question by reviewing the list again. What additional information would an enrollee need to perform the Activity satisfactorily? What additional things would an enrollee have to be able to do to complete the Activity satisfactorily? Try to avoid adding knowledges or skills that are clearly part of or included in one of those already on the list. Please rate the knowledges and skills that you add, following the procedure given in Question 1.

Space is provided on Page 35 for answering Questions 3 and 4.

3. Name some specific things that enrollees fail to do that suggest their inability to perform the Activity satisfactorily.

Reply by thinking of various enrollees and their behaviors and actions that have made you think they cannot do the Activity satisfactorily.

4. Name some of the important, real-life circumstances over which enrollees have little control, yet which might limit their performance of this Activity.

Assuming that enrollees have the necessary knowledges and skills to perform the Activity, what things might tend to decrease their chances to do it successfully?

Activity: Establish good relationships with supervisors

KNOWLEDGES AND SKILLS	How important is having this knowledge or skill to satisfactory performance of the above activity? 7, 6 } one of the most important 5, 4 } relatively important 3, 2 } relatively unimportant 1, 0 } one of the most unimportant
Know the types of duties a supervisor is responsible for performing.	
Know why an employer considers the supervisor important	
Know how to clearly express ideas and questions to the supervisor.	
Know consequences of not following the supervisor's instructions, suggestions and directions.	

Activity: (Continued)

How important is having this knowledge or skill to satisfactory performance of the above activity?

7, 6 } one of the most important

5, 4 } relatively important

3, 2 } relatively unimportant

1, 0 } one of the most unimportant

KNOWLEDGES AND SKILLS	

Activity: (Continued)

List below some specific things that enrollees fail to do that suggest their inability to perform the activity satisfactorily.

List below some of the important real-life circumstances over which enrollees have little control, yet which might limit their performance of this activity.

PART C

This part of Section 2 should be filled out for the new Activities that you may have added to the list in Section 1 of the questionnaire.

Please write in the new Activity, list knowledges and skills required for that Activity, and proceed to answer the other questions about the Activity <u>just as you finished doing in Part B</u>.

Forms are provided for as many as three new Activities. If you have added more than three Activities to the original list, please answer the questions for each additional Activity on plain paper and attach these sheets to the back of the questionnaire.

Activity:

How important is having this knowledge or skill to satisfactory performance of the above activity?

KNOWLEDGES AND SKILLS	7, 6 one of the most important 5, 4 relatively important 3, 2 relatively unimportant 1, 0 one of the most unimportant

Activity: (Continued)

How important is having this knowledge or skill to satisfactory performance of the above activity?

KNOWLEDGES AND SKILLS	7, 6 one of the most important 5, 4 relatively important 3, 2 relatively unimportant 1, 0 one of the most unimportant

Activity: (Continued)

List below some specific things that enrollees fail to do that suggest their inability to perform the activity satisfactorily.

List below some of the important real-life circumstances over which enrollees have little control, yet which might limit their performance of this activity.

SECTION 3

PROJECT INFORMATION

In this section we are asking you to provide some general information about your Project and about your local Orientation Training Component. Please keep in mind that these questions are in NO sense being directed toward an evaluation of your Project's Orientation training programs. The information is requested only to give us a broad picture of the training presently taking place in Orientation, to include time and instructor limitations under which you are conducting the training.

After you complete this last section of the questionnaire, please add any other information, guidance, or comments that you think would be helpful to us in our work.

---

1. Project Number _____

2. State _____

3. Locality (city or county) _____

4. At how many different locations within your Project is WIN Orientation training given?

   _____

5. Approximately how many enrollees in your Project received Orientation training during the last month?

   _____

6. Approximately how many enrollees in your Project received Orientation training during the last year?

   _____

7. The majority of enrollees in your Project come to WIN Orientation from areas that may be classified as (check only one):

   Urban _____

   Rural _____

   Evenly Divided _____

8. Based on actual job placements in the past 12 months, what kinds of jobs do enrollees from your Project tend to enter? Please give the per cent of enrollees going into each type of job:

   Technical _____% Industrial _____%

   Clerical & Sales _____% Agricultural _____%

   Service _____% Other _____%
   (please specify type)

9. Of those WIN trainees who completed training and obtained a job during the past year, approximately what per cent have lost or left that job?

_____%

10. Of those having lost or left jobs, what in your judgment were the primary reasons for the terminations?

_____

_____

_____

_____

_____

_____

11. Do you contract with another agency to handle your Orientation training?

_____

12. How many days is the present term of your Orientation training?

_____

13. What is the average number of hours per day that an enrollee spends in Orientation training?

_____

14. How many enrollees make up an average Orientation training class?

_____

15. Approximately what per cent of enrollees in Orientation training are:

Females	_____%	Non-White	_____%	Non-English Speaking	
Males	_____%	White	_____%		_____%

16. In the typical term of your Orientation training, approximately how many hours are given to:

a. field trips _____

b. guest speakers _____

c. instruction by counselors _____

d. small group discussion _____

e. other instruction _____ (Please specify)

17. What general subjects, proposed in the past or being taught now, do you believe should be taught before AFDC recipients are referred to WIN? And, who should teach them?

What subjects :	Who should teach them?
_____	_____
_____	_____
_____	_____

18. What general subjects, which are not now being taught, do you believe should be taught during WIN Orientation?

What subjects:	Who should teach them?
_____	_____
_____	_____
_____	_____
_____	_____

19. Approximately what percentage of your trainees, during the last year, were between the ages of:

16--18	_____%	31--35	_____%
19--21	_____%	36--45	_____%
22--25	_____%	46--55	_____%
26--30	_____%	56--65	_____%

20. What is your estimate of the median reading level (in grade equivalents) of your entering trainees?

Grade Level	Percentage of Trainees
1--3	_____%
4--6	_____%
7--8	_____%
Above 8th	_____%

21. List on the back of this page or attach an outline of subjects currently taught in Orientation and a schedule of class hours.

Appendix C

MEDIAN RATINGS OF BEHAVIORS AS TRAINING NEEDS

Explanation of Table

Shown in the following table are median ratings of the 60 enrollee behaviors as provided by WIN Teams in the nationwide survey of Orientation Training needs. Each behavior was rated on three dimensions ("Importance," "Frequency," and "Likelihood") for both female (F) and male (M) enrollees. Median ratings are shown as a function of various characteristics of the 185 projects that participated in the survey. An explanation of the ratings and of the subclassifications by project characteristics follow, along with the number (N) of projects that fell in each subclassification.

Ratings

Importance = Judged importance of behavior to enrollee meeting overall goal of WIN; scale ranged from 0 = "one of the most unimportant," to 7 = "one of the most important."

Frequency = Estimated number of enrollees who can do this before entering WIN; scale ranged from 0 = "none of the enrollees," to 7 = "most enrollees."

Likelihood = Likelihood that enrollees will learn to do this during WIN, but outside Orientation Training; scale ranged from 0 = "very unlikely," to 7 = "very likely."

Project Subclassifications

Region	Female 184*	Male 113*	
01	7	3	Manpower Administration Region 1
02	22	17	Manpower Administration Region 2
03	26	19	Manpower Administration Region 3
04	28	3	Manpower Administration Region 4
05	39	28	Manpower Administration Region 5
06	21	13	Manpower Administration Region 6
07	11	9	Manpower Administration Region 7
08	15	10	Manpower Administration Region 8
09	8	7	Manpower Administration Region 9
10	7	4	Manpower Administration Region 10

*N reflects number of WIN Projects with a sufficient number of female (or male) enrollees to justify rating of behaviors for that sex group; i.e., of the 185 projects responding, 184 have female enrollees, 113 have males, 112 have both female and male enrollees.

Code	N	Project Characteristic
Locale	184**	
R	34	Rural
U	137	Urban
B	13	About evenly divided rural and urban
Race	175**	
W	55	Predominantly white (75% or more)
N	66	Predominantly non-white (75% or more)
B	54	Both white and non-white
Age	176**	
O	3	Median age over 35 years
M	134	Median age from 26-35 years
Y	39	Median age under 26 years

**N is less than 185 (total survey response) because of respondents' failure to complete relevant portion of the questionnaire.

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
1.* Secure food stamps and/or surplus commodities																				
F - Importance	5	4	5	4	5	4	5	5	5	5	3	4	5	4	4	5	5	5	4	5
F - Frequency	6	6	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	5	6	6
F - Likelihood	5	6	5	5	6	5	6	5	5	5	6	5	5	6	6	5	5	6	5	5
M - Importance	4	4	4	4	4	5	2	4	5	4	5	4	4	4	5	4	4	5	4	4
M - Frequency	5	4	5	6	2	5	5	6	6	5	5	5	5	6	6	5	5	4	5	5
M - Likelihood	5	2	5	5	2	5	3	4	6	6	6	6	5	6	5	5	5	4	5	4
2. Plan meals that are nutritionally balanced																				
F - Importance	5	4	5	4	5	5	4	5	5	4	5	4	5	5	4	5	5	4	5	5
F - Frequency	4	4	3	4	3	4	4	4	3	4	5	4	4	3	4	4	4	3	4	4
F - Likelihood	3	3	3	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3
M - Importance	3	3	3	3	4	3	2	3	2	3	5	3	3	3	3	3	2	3	3	2
M - Frequency	2	4	2	2	2	2	2	3	2	3	3	2	2	2	2	2	2	2	2	2
M - Likelihood	2	2	2	2	1	2	2	2	2	2	4	3	2	2	2	2	2	4	2	2
3. Shop comparatively for various foods																				
F - Importance	4	4	4	5	5	4	5	4	4	5	4	4	5	5	4	5	5	5	4	5
F - Frequency	4	4	3	4	3	4	4	5	3	5	5	4	4	3	4	4	3	3	4	4
F - Likelihood	3	3	3	2	3	3	4	4	3	4	3	3	3	2	3	3	3	3	3	3
M - Importance	3	3	3	3	4	3	3	3	2	4	4	3	3	4	3	4	3	3	3	3
M - Frequency	2	2	2	2	1	2	2	4	2	3	3	2	2	2	2	3	2	2	2	2
M - Likelihood	2	2	3	2	1	2	2	2	2	3	4	3	2	2	2	3	2	2	2	2
4. Select appropriate types of clothing																				
F - Importance	5	5	5	5	5	5	5	5	6	5	5	5	5	5	5	5	5	6	5	6
F - Frequency	4	5	5	4	4	4	4	4	4	5	4	4	5	3	4	4	4	3	5	4
F - Likelihood	4	4	4	3	3	4	3	3	4	4	3	3	4	3	4	4	4	3	4	3
M - Importance	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	5	5
M - Frequency	4	4	3	4	2	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4
M - Likelihood	3	3	3	3	2	3	4	2	2	4	3	3	3	3	3	4	3	1	3	4
5. Shop comparatively for clothing items																				
F - Importance	5	4	5	5	5	4	5	5	5	5	5	5	5	5	4	5	5	5	5	5
F - Frequency	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	3	4	4
F - Likelihood	3	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3
M - Importance	4	3	4	4	4	5	5	3	4	4	4	4	4	4	4	4	4	4	4	5
M - Frequency	3	4	3	3	2	3	4	3	3	4	4	3	3	3	3	3	3	3	3	3
M - Likelihood	3	2	3	3	1	3	3	2	3	3	3	3	3	3	3	3	3	1	3	3

* Behavior eliminated on the basis of low ratings on a training need.

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
6. Maintain appearance of clothing																				
F - Importance	6	5	5	6	6	6	6	6	6	6	6	5	6	6	6	6	6	6	6	6
F - Frequency	4	5	4	4	4	4	5	5	4	6	4	4	5	4	4	5	4	4	5	4
F - Likelihood	4	4	2	4	4	4	4	3	4	4	3	4	4	3	4	4	3	4	4	4
M - Importance	5	4	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6
M - Frequency	4	4	4	3	3	3	5	4	4	4	3	4	4	3	4	4	4	3	4	4
M - Likelihood	3	2	4	3	1	3	4	2	3	4	3	4	3	3	3	4	3	1	3	3
7.* Find possible places of residence																				
F - Importance	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5
F - Frequency	6	5	5	5	6	5	6	6	6	5	6	6	6	5	6	6	5	3	5	6
F - Likelihood	5	6	5	4	5	5	6	5	5	5	5	5	5	5	5	5	4	6	5	5
M - Importance	5	4	5	5	2	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5
M - Frequency	5	6	5	5	3	5	4	6	6	5	4	5	5	6	5	5	5	5	5	6
M - Likelihood	5	2	5	4	3	5	4	5	5	5	4	5	5	4	4	5	5	3	5	5
8.* Choose a suitable place of residence																				
F - Importance	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5
F - Frequency	5	5	4	5	4	4	5	5	5	5	5	4	5	5	5	5	4	3	5	5
F - Likelihood	4	5	4	3	4	4	5	4	4	5	5	4	4	4	4	4	4	6	4	4
M - Importance	5	4	5	5	2	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5
M - Frequency	4	5	4	4	3	4	4	4	5	4	3	4	4	5	5	4	4	3	4	5
M - Likelihood	4	2	4	4	2	5	4	4	5	4	4	4	4	4	4	4	4	3	4	4
9. Maintain an awareness of safety hazards and standards in the home																				
F - Importance	4	3	5	4	4	4	4	4	5	5	3	4	5	4	4	4	5	5	4	5
F - Frequency	4	4	4	4	3	4	4	4	3	4	5	4	4	3	4	4	4	3	4	4
F - Likelihood	3	4	3	3	3	3	4	3	3	3	5	3	3	3	3	3	3	2	3	3
M - Importance	5	3	5	5	5	5	4	5	4	5	3	4	5	3	5	4	5	5	5	5
M - Frequency	4	5	4	3	3	4	4	4	4	4	5	3	4	4	4	3	4	3	4	4
M - Likelihood	3	3	3	3	2	3	3	2	3	4	3	3	3	3	3	3	3	1	3	3
10.* Secure professional medical services																				
F - Importance	6	6	6	6	6	6	5	6	6	6	6	6	6	6	6	6	6	6	6	6
F - Frequency	6	6	5	5	5	6	6	6	6	5	6	5	6	5	6	5	5	6	6	6
F - Likelihood	5	5	5	4	5	5	5	5	6	6	5	5	5	4	5	5	5	6	5	5
M - Importance	6	5	6	5	6	6	5	6	6	6	6	5	6	6	5	6	6	5	6	6
M - Frequency	5	5	5	5	2	4	4	6	5	4	4	5	5	5	5	5	5	5	5	5
M - Likelihood	5	3	4	4	3	4	4	4	5	5	5	4	5	5	5	4	4	6	4	5

*Behavior eliminated on the basis of low ratings on a training need.

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
11. Prevent unwanted pregnancies																				
F - Importance	7	7	6	6	7	7	7	7	7	6	7	7	7	6	7	7	7	6	7	7
F - Frequency	4	5	3	3	4	4	5	4	3	4	4	4	4	3	4	4	4	6	4	3
F - Likelihood	4	5	4	2	4	3	4	4	4	3	3	4	4	3	3	4	3	4	3	4
M - Importance	6	4	5	4	5	6	4	5	5	6	6	6	5	6	6	5	6	7	6	5
M - Frequency	3	3	3	3	1	3	3	2	3	4	2	2	3	2	3	3	3	3	3	3
M - Likelihood	3	2	4	3	1	2	3	2	2	3	3	3	3	4	3	3	2	4	2	3
12.* Administer commonly used commercial medicines																				
F - Importance	4	4	4	3	5	4	4	4	4	3	5	3	4	4	4	4	4	3	4	4
F - Frequency	5	6	5	5	5	5	6	6	5	4	5	5	5	4	5	5	5	6	5	5
F - Likelihood	4	4	4	2	4	4	4	5	5	2	4	4	4	4	4	4	4	6	4	4
M - Importance	4	4	4	3	5	4	4	3	3	3	5	3	4	4	4	4	4	2	4	4
M - Frequency	5	5	4	5	4	4	5	6	4	4	4	5	5	4	5	5	5	4	5	5
M - Likelihood	3	3	3	3	3	3	3	4	4	3	3	4	3	4	4	4	2	6	3	4
13. Maintain an awareness of sound health practices in the home																				
F - Importance	6	5	5	5	6	6	5	6	6	5	6	5	6	5	5	5	6	6	5	5
F - Frequency	4	5	4	4	4	4	4	5	4	4	3	4	4	3	4	4	4	3	4	4
F - Likelihood	3	4	3	3	2	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3
M - Importance	5	4	5	5	4	6	5	5	6	4	5	5	5	5	5	5	5	6	5	5
M - Frequency	4	4	4	3	2	4	3	4	3	4	3	3	4	3	4	4	4	3	4	4
M - Likelihood	3	3	3	3	2	3	3	2	4	3	4	3	3	4	3	3	3	2	3	4
14. Arrange to have children supervised while enrollee is in training or at work																				
F - Importance	7	7	7	7	7	7	7	7	7	7	6	7	7	7	7	7	7	6	7	7
F - Frequency	5	5	5	5	4	4	5	5	5	5	5	5	5	4	5	5	5	6	5	5
F - Likelihood	5	6	5	5	4	5	5	4	6	6	5	5	5	4	5	5	5	6	5	5
M - Importance	5	6	6	5	0	4	3	3	3	6	3	6	4	6	4	5	5	6	5	3
M - Frequency	3	3	4	5	0	3	3	3	3	4	3	3	3	4	3	4	3	3	3	4
M - Likelihood	4	3	5	4	0	3	3	4	4	4	4	4	4	2	4	4	4	4	4	3
15. Evaluate the quality of care and supervision children receive																				
F - Importance	6	6	6	6	6	6	5	6	6	7	5	6	6	6	6	6	6	6	6	6
F - Frequency	4	5	4	4	3	4	5	5	4	4	5	4	4	5	4	4	5	4	4	4
F - Likelihood	4	5	5	3	3	4	4	5	5	4	5	4	4	4	4	4	4	3	4	4
M - Importance	4	6	5	5	0	4	3	3	4	5	2	5	4	5	4	4	4	5	4	3
M - Frequency	3	3	3	3	0	2	2	3	3	3	2	3	3	3	3	3	2	3	3	3
M - Likelihood	4	3	5	4	0	3	3	3	4	4	4	4	4	2	3	4	3	3	4	3

*Behavior eliminated on the basis of low ratings on a training need.

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
16. Maintain an awareness of the personal needs and rights of family members																				
F - Importance	5	6	5	5	5	5	4	5	6	4	6	5	5	5	5	5	5	6	5	5
F - Frequency	4	4	5	4	4	5	4	5	4	5	4	4	5	3	4	5	4	5	4	4
F - Likelihood	3	3	4	3	3	4	3	3	5	4	3	3	3	4	4	3	3	4	3	4
M - Importance	5	6	5	5	5	5	5	6	6	6	4	5	5	5	5	5	5	6	5	5
M - Frequency	4	4	4	3	2	4	3	3	4	4	4	3	4	4	4	3	4	3	4	4
M - Likelihood	3	3	4	4	1	3	3	3	3	3	3	3	3	5	3	3	3	2	3	4
17. Plan a schedule of household chores for self and family members																				
F - Importance	4	4	5	4	4	4	4	4	6	5	4	4	5	4	4	4	5	4	4	5
F - Frequency	3	3	4	3	3	4	3	4	3	4	3	3	4	3	3	4	3	3	4	3
F - Likelihood	3	4	4	3	3	4	3	3	4	3	3	3	3	3	3	3	3	2	3	3
M - Importance	4	2	4	4	5	4	3	4	4	3	3	3	4	4	3	3	4	3	4	3
M - Frequency	3	3	3	3	2	2	2	2	3	3	3	3	3	3	3	2	3	3	3	2
M - Likelihood	3	2	3	3	2	3	3	2	3	1	3	3	3	3	2	3	3	2	3	3
18. Plan a schedule of joint family activities																				
F - Importance	4	3	4	4	4	3	3	3	5	3	3	3	4	4	3	4	4	3	4	4
F - Frequency	3	3	3	3	3	3	3	4	3	4	3	2	3	3	3	3	3	2	3	3
F - Likelihood	3	3	3	3	2	3	3	2	4	3	3	3	3	3	3	3	3	2	3	2
M - Importance	4	5	4	4	4	3	3	3	4	3	3	4	3	4	4	3	4	4	4	3
M - Frequency	3	3	2	3	2	2	2	3	2	3	3	2	2	3	3	2	2	3	3	2
M - Likelihood	3	2	3	3	3	2	3	2	3	2	2	3	2	3	2	3	3	2	3	3
19. Plan a budget of household and personal expenses for self and family members																				
F - Importance	5	6	5	5	5	5	5	5	6	5	5	5	5	5	5	5	5	7	5	5
F - Frequency	3	4	3	3	3	3	3	4	3	3	4	3	4	3	3	3	4	2	3	4
F - Likelihood	3	3	4	2	3	3	3	3	3	4	3	2	3	2	3	3	3	1	3	3
M - Importance	5	4	6	5	5	6	5	6	5	5	5	5	5	4	5	5	5	6	5	5
M - Frequency	3	3	3	3	2	3	3	3	3	2	3	3	3	2	3	3	3	2	3	3
M - Likelihood	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3
20. Maintain a record of household and personal expenses																				
F - Importance	4	5	3	4	4	4	4	4	5	4	5	4	4	4	4	4	4	6	4	4
F - Frequency	3	3	2	3	2	3	2	3	3	1	3	2	3	2	3	3	3	2	3	3
F - Likelihood	2	2	3	2	2	2	2	3	3	2	3	2	3	2	2	3	2	1	2	3
M - Importance	4	4	3	4	4	5	4	4	5	4	4	5	4	4	4	4	5	6	4	4
M - Frequency	2	4	2	3	2	2	1	3	3	1	3	2	2	2	3	2	2	2	3	2
M - Likelihood	2	3	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2	3	2	2

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
21. Set up a savings account																				
F - Importance	3	2	4	3	3	4	4	3	5	3	2	3	4	2	3	3	3	5	3	4
F - Frequency	2	1	1	2	2	2	2	2	2	2	2	2	2	1	2	2	2	3	2	2
F - Likelihood	2	2	2	2	2	1	2	2	2	4	3	2	2	2	2	2	2	4	2	2
M - Importance	4	3	4	4	4	5	4	3	4	3	2	4	4	4	4	4	4	4	4	4
M - Frequency	2	4	1	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3	2	2
M - Likelihood	2	1	1	2	3	1	2	1	2	2	3	2	2	2	2	2	2	3	2	2
22. Establish an acceptable credit rating																				
F - Importance	5	3	4	4	5	5	5	4	4	4	3	4	5	5	4	5	5	7	4	5
F - Frequency	3	3	3	2	2	3	3	3	3	2	3	3	3	2	3	3	2	4	3	3
F - Likelihood	2	2	2	2	2	3	3	3	2	3	3	2	3	1	3	3	2	4	2	3
M - Importance	5	3	5	4	6	6	6	4	5	4	2	5	5	6	5	5	5	5	5	6
M - Frequency	3	3	2	3	2	3	3	4	3	2	3	3	3	2	3	3	2	2	3	3
M - Likelihood	3	1	2	3	2	2	3	3	3	2	3	3	3	2	3	3	2	5	2	3
23. Select sources of credit that are lowest in cost																				
F - Importance	5	3	5	4	5	5	6	5	6	5	5	4	5	4	5	5	5	7	5	5
F - Frequency	2	1	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3	2	2
F - Likelihood	2	2	2	2	2	2	3	2	1	2	3	2	2	1	2	2	2	5	2	2
M - Importance	5	4	5	5	6	6	6	5	6	6	4	5	6	5	5	6	5	5	5	6
M - Frequency	2	3	2	2	2	2	3	2	3	2	3	2	2	2	3	2	2	1	2	3
M - Likelihood	2	1	2	3	2	2	3	2	2	3	3	3	2	2	2	2	2	3	2	3
24.* Ride on public transportation systems																				
F - Importance	5	5	7	5	5	5	6	5	1	3	3	3	5	6	3	6	6	1	5	5
F - Frequency	6	6	6	5	6	6	6	5	4	5	5	5	6	5	5	6	5	6	6	6
F - Likelihood	5	5	5	5	5	5	5	3	3	4	5	4	5	4	4	5	5	6	5	5
M - Importance	5	6	6	5	6	5	6	5	1	4	3	3	6	5	4	6	6	1	5	5
M - Frequency	5	6	6	5	6	5	6	5	3	5	5	4	5	5	5	6	5	6	5	5
M - Likelihood	4	5	5	4	5	4	5	3	3	4	5	4	4	4	4	5	4	6	4	5
25.* Shop comparatively for an automobile																				
F - Importance	3	3	2	3	3	3	4	4	4	5	3	2	3	4	4	3	4	2	3	4
F - Frequency	3	3	2	3	2	3	3	3	3	3	4	2	3	3	4	2	3	4	3	2
F - Likelihood	3	3	1	3	2	2	3	2	3	3	4	2	3	2	3	3	2	1	3	3
M - Importance	4	3	3	4	6	4	4	4	5	5	3	4	5	3	4	4	5	4	4	4
M - Frequency	4	4	3	4	3	3	3	4	4	3	5	3	4	3	4	3	4	4	4	4
M - Likelihood	3	4	2	3	3	3	5	2	3	4	3	3	3	3	3	4	3	4	3	3

*Behavior eliminated on the basis of low ratings on a training need.

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
26.* Arrange for transportation in a "car pool"																				
F - Importance	5	4	4	5	5	5	5	5	5	3	4	4	5	4	4	5	5	5	4	5
F - Frequency	3	3	3	3	3	4	3	4	3	2	3	3	3	3	3	3	3	5	3	3
F - Likelihood	4	5	3	4	4	4	4	3	4	3	4	4	4	3	4	4	4	6	4	4
M - Importance	5	5	4	5	6	5	4	5	5	4	4	5	5	4	5	5	5	4	5	5
M - Frequency	3	5	3	3	3	4	3	3	4	4	4	3	4	3	4	4	3	3	4	3
M - Likelihood	4	4	2	4	3	4	5	2	4	4	4	4	4	4	4	4	3	4	4	3
27. Contact needed community service agencies																				
F - Importance	5	4	6	5	5	5	5	5	5	5	5	5	5	5	5	5	6	6	5	5
F - Frequency	4	5	4	4	4	4	4	4	4	2	5	4	4	5	4	4	3	5	4	4
F - Likelihood	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4
M - Importance	5	4	6	5	4	5	5	5	5	6	4	5	5	5	5	6	5	5	5	5
M - Frequency	3	3	3	4	3	3	3	3	4	2	4	3	3	4	4	3	3	4	3	3
M - Likelihood	4	3	5	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	4
28. Use community recreational and cultural facilities																				
F - Importance	4	4	5	4	4	4	3	2	4	3	4	4	4	4	4	4	4	5	4	4
F - Frequency	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	2	3	3
F - Likelihood	3	4	3	3	3	3	4	4	3	3	4	3	3	3	3	3	3	3	3	3
M - Importance	4	3	4	5	4	4	4	3	3	4	4	4	4	4	4	5	4	5	4	4
M - Frequency	3	3	3	3	2	3	2	3	3	2	4	3	3	3	3	2	3	3	3	3
M - Likelihood	3	3	3	3	2	3	4	3	3	2	4	4	3	3	3	4	3	5	3	3
29. Use community educational facilities																				
F - Importance	5	5	6	5	5	5	5	5	5	5	6	5	5	5	5	5	5	5	5	5
F - Frequency	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	1	3	3
F - Likelihood	4	3	4	3	3	4	4	3	4	4	4	3	4	3	3	4	4	3	4	3
M - Importance	5	3	5	5	6	6	5	5	5	5	5	5	5	5	5	6	5	5	5	5
M - Frequency	3	2	3	3	3	2	3	2	3	2	2	3	3	2	2	3	2	3	2	3
M - Likelihood	3	3	5	4	3	3	4	3	3	3	4	3	4	3	3	4	4	3	3	4
30. Maintain an awareness of one's self-worth																				
F - Importance	7	6	6	7	6	6	6	7	6	7	7	6	7	6	7	7	7	5	6	7
F - Frequency	3	4	3	3	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3
F - Likelihood	4	4	4	4	3	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4
M - Importance	7	6	7	6	7	7	6	7	6	7	6	6	7	6	6	7	7	6	7	6
M - Frequency	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	4
M - Likelihood	4	2	4	4	4	4	3	2	4	3	3	4	4	3	3	4	4	4	3	4

*Behavior eliminated on the basis of low ratings on a training need.

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
31. Maintain an awareness of ability to improve upon present circumstances																				
F - Importance	6	7	6	6	7	6	6	6	6	7	7	6	7	6	6	7	6	6	6	7
F - Frequency	3	3	3	3	4	3	3	3	4	3	3	3	3	3	3	4	3	3	3	4
F - Likelihood	4	4	4	4	4	4	4	3	4	3	3	4	4	3	4	4	4	4	4	4
M - Importance	6	6	6	7	6	7	6	7	6	7	5	6	7	6	6	7	6	6	6	6
M - Frequency	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3
M - Likelihood	4	4	5	5	4	4	4	2	4	3	2	4	4	3	3	4	4	4	4	4
32. Maintain an awareness of ability to make worthwhile contributions to others																				
F - Importance	5	4	6	6	6	5	5	6	5	5	5	5	6	6	5	6	5	5	5	6
F - Frequency	3	4	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
F - Likelihood	3	3	3	3	3	3	3	4	4	3	3	4	3	3	3	3	3	5	3	4
M - Importance	6	5	6	6	5	5	6	6	6	7	5	6	6	6	6	6	5	6	6	6
M - Frequency	3	4	3	3	2	2	2	3	3	3	2	3	3	3	3	3	3	3	3	3
M - Likelihood	3	3	4	4	2	3	3	3	4	3	3	4	3	3	3	4	3	4	3	4
33. Desire to obtain employment																				
F - Importance	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
F - Frequency	5	5	5	5	5	5	5	6	4	6	5	5	5	5	5	5	4	5	5	6
F - Likelihood	4	3	5	5	4	4	5	3	5	5	3	4	4	3	4	5	4	5	4	4
M - Importance	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
M - Frequency	4	4	5	4	6	3	5	6	5	4	4	5	4	4	4	5	4	4	4	6
M - Likelihood	5	3	5	5	2	4	4	2	4	4	2	4	5	2	4	5	4	5	4	5
34. Choose between immediate employment and further full time training																				
F - Importance	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	7	6	6
F - Frequency	3	4	3	3	3	3	3	3	3	3	4	2	3	2	3	3	3	4	3	3
F - Likelihood	4	5	4	4	3	4	3	2	3	5	2	2	4	4	3	4	4	3	4	3
M - Importance	6	6	7	7	7	6	6	7	6	6	6	6	6	6	6	6	6	7	6	6
M - Frequency	3	3	2	3	2	3	3	3	3	3	2	3	3	2	3	3	3	4	3	3
M - Likelihood	4	3	5	5	2	4	3	2	2	4	2	2	4	3	3	4	4	4	4	3
35. Maintain an awareness of personal strengths and weaknesses in choosing a vocational field																				
F - Importance	7	7	7	6	7	6	7	7	6	7	6	6	7	6	6	7	6	7	6	7
F - Frequency	3	4	2	3	3	3	2	3	3	2	2	2	3	2	2	3	3	2	3	3
F - Likelihood	3	3	4	4	3	4	3	2	3	3	3	2	4	3	3	4	4	4	3	3
M - Importance	7	7	7	7	7	7	6	7	7	7	6	6	7	6	6	7	7	7	7	7
M - Frequency	2	3	2	3	2	2	2	3	3	2	3	2	3	2	3	2	2	3	2	3
M - Likelihood	3	3	5	4	3	4	2	1	2	3	1	3	4	2	3	4	4	4	3	3

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
36. Clean teeth, hair and skin																				
F - Importance	6	5	6	6	6	6	6	6	6	5	7	6	6	6	6	6	6	7	6	6
F - Frequency	5	6	5	5	5	5	5	5	5	6	4	5	5	4	5	5	5	5	5	5
F - Likelihood	4	5	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	2	4	4
M - Importance	6	5	6	6	6	6	6	6	6	5	5	6	6	6	6	6	6	7	6	6
M - Frequency	4	5	5	4	3	4	4	4	4	5	4	5	4	3	4	4	4	4	4	5
M - Likelihood	4	3	4	5	4	4	4	2	3	4	3	4	4	4	4	4	4	4	4	4
37.* Maintain an awareness of health hazards and standards while caring for body																				
F - Importance	5	5	6	5	6	5	5	5	6	5	6	5	6	6	5	6	5	5	5	6
F - Frequency	5	5	4	4	4	5	4	5	4	5	4	4	5	4	5	5	4	4	5	5
F - Likelihood	4	5	3	4	3	4	4	4	4	3	3	4	4	4	4	3	3	3	4	4
M - Importance	6	5	6	6	6	6	5	5	5	5	5	5	6	5	6	6	5	5	5	6
M - Frequency	4	5	4	4	3	4	4	4	4	5	4	4	4	3	4	4	4	3	4	4
M - Likelihood	4	3	4	3	2	4	4	2	4	4	5	4	4	3	3	4	3	3	4	4
38.* Groom hair, nails and skin																				
F - Importance	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
F - Frequency	5	5	5	5	5	5	5	5	4	5	4	4	5	4	5	5	5	4	5	5
F - Likelihood	4	6	3	4	3	4	4	4	4	4	3	4	4	3	4	4	4	5	4	4
M - Importance	5	4	5	5	6	6	5	6	5	5	5	5	6	5	5	6	5	5	5	5
M - Frequency	4	4	5	4	3	5	4	4	4	5	4	4	5	4	4	5	4	3	4	5
M - Likelihood	4	3	4	4	3	3	4	3	3	4	3	3	4	3	3	4	4	3	3	4
39. Maintain an awareness of body condition acceptable to others in social or work situations																				
F - Importance	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
F - Frequency	5	6	5	5	5	5	6	5	4	6	5	5	5	4	5	5	5	5	5	5
F - Likelihood	4	6	4	4	3	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4
M - Importance	6	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
M - Frequency	4	4	4	4	3	4	4	4	4	5	3	4	5	4	4	5	4	3	4	5
M - Likelihood	4	3	4	4	2	4	3	3	4	4	3	3	4	3	3	4	4	3	4	4
40. Find potential job openings																				
F - Importance	6	5	6	6	6	6	7	6	6	7	6	6	6	6	6	6	6	6	6	6
F - Frequency	3	3	2	3	3	3	3	3	3	3	3	2	3	2	3	3	3	2	3	3
F - Likelihood	4	4	5	4	4	4	4	3	4	4	2	3	4	4	3	4	4	3	4	4
M - Importance	7	5	7	7	6	6	7	7	7	7	6	7	7	6	7	7	7	7	6	7
M - Frequency	3	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3
M - Likelihood	4	5	4	5	4	4	3	3	4	4	2	4	4	3	4	4	4	5	4	4

*Behavior eliminated on the basis of low ratings on a training need.

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
41. Make initial contact with potential employer																				
F - Importance	6	5	6	6	7	6	7	6	6	6	6	7	6	7	6	6	7	7	6	6
F - Frequency	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3
F - Likelihood	4	4	5	3	3	4	3	3	4	3	3	2	4	3	3	4	4	3	4	3
M - Importance	6	5	7	6	6	7	6	6	7	6	6	7	6	6	6	7	6	7	6	7
M - Frequency	3	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3
M - Likelihood	4	5	5	5	4	5	2	3	4	4	3	4	5	3	4	4	5	5	4	4
42. Supply information requested on employment application forms																				
F - Importance	7	5	7	7	7	7	7	7	6	7	6	6	7	7	6	7	7	7	7	7
F - Frequency	3	4	3	3	3	3	3	3	3	2	4	2	3	3	3	3	3	3	3	3
F - Likelihood	3	4	4	3	3	3	3	3	4	3	3	2	3	3	3	3	3	3	3	3
M - Importance	7	5	6	7	7	7	7	7	6	7	6	6	7	6	6	7	7	7	7	7
M - Frequency	3	5	4	3	4	3	3	3	3	3	4	2	3	3	4	3	3	4	3	4
M - Likelihood	4	6	4	4	5	4	2	3	3	3	4	3	4	3	3	4	4	4	4	3
43. Maintain an awareness of employer criteria used to evaluate employment application forms																				
F - Importance	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	7	6	6
F - Frequency	2	3	2	2	2	2	2	3	2	2	3	2	3	2	3	2	2	3	2	2
F - Likelihood	3	3	4	3	2	2	2	3	3	3	3	2	3	3	3	3	2	3	3	2
M - Importance	6	6	6	6	6	6	6	7	6	7	6	6	6	5	6	6	6	6	6	7
M - Frequency	2	3	3	3	1	2	2	2	2	2	3	2	3	2	3	2	3	3	2	2
M - Likelihood	3	2	4	3	4	3	2	2	2	2	3	2	3	2	3	3	3	3	3	3
44. Maintain an awareness of good test taking procedures																				
F - Importance	5	3	5	5	6	5	6	5	4	5	5	5	5	5	4	6	5	4	5	5
F - Frequency	2	4	2	3	2	3	2	2	3	2	3	2	3	2	3	2	3	3	3	2
F - Likelihood	3	4	4	4	3	2	2	3	3	3	1	2	3	2	3	3	3	3	3	3
M - Importance	5	3	5	5	6	5	6	5	4	6	4	5	5	5	5	6	5	4	5	5
M - Frequency	3	3	3	3	2	3	2	2	3	2	2	2	3	2	3	3	2	2	3	2
M - Likelihood	3	4	4	3	5	3	2	3	2	2	1	2	3	2	3	3	3	3	3	3
45. Respond to multiple choice, true-false, open end question formats																				
F - Importance	5	3	5	5	5	5	5	5	4	4	4	4	5	4	4	5	5	4	5	5
F - Frequency	3	4	2	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3
F - Likelihood	3	5	4	4	3	2	3	3	3	4	1	3	3	2	3	4	3	3	3	3
M - Importance	5	4	5	5	6	5	5	5	4	6	4	5	5	5	5	6	5	5	5	5
M - Frequency	3	3	3	3	3	3	2	4	3	2	3	2	3	3	3	3	3	2	3	3
M - Likelihood	3	5	4	3	4	3	2	3	3	2	1	3	3	2	3	3	3	3	3	3

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
46. Mark answers on standardized answer sheets																				
F - Importance	5	4	5	5	6	5	5	5	4	4	4	5	5	5	4	5	5	4	5	5
F - Frequency	3	5	3	3	3	3	4	4	4	2	3	3	4	3	4	3	3	3	3	3
F - Likelihood	3	6	4	3	3	2	3	3	3	3	1	3	4	2	3	3	3	3	3	3
M - Importance	5	3	5	5	6	5	5	5	4	5	4	5	5	5	5	6	5	5	5	5
M - Frequency	3	3	3	4	3	3	3	4	4	2	3	3	3	3	4	3	3	2	3	4
M - Likelihood	3	5	4	4	5	2	2	3	3	2	1	3	3	2	3	3	3	3	3	3
47. Supply information requested in an employment interview																				
F - Importance	7	6	7	6	7	7	7	7	6	7	6	7	7	6	7	7	7	7	7	7
F - Frequency	3	5	3	4	3	3	3	4	4	4	4	4	3	3	4	3	3	4	3	4
F - Likelihood	3	4	4	4	3	3	3	2	3	3	3	2	3	3	3	3	3	5	3	3
M - Importance	6	6	7	6	6	6	7	7	6	6	6	6	7	6	6	7	6	7	6	7
M - Frequency	4	6	3	4	3	4	3	4	4	3	5	3	4	3	4	3	3	3	4	3
M - Likelihood	3	5	4	4	2	3	3	2	3	3	3	3	4	3	3	3	4	4	3	3
48. Obtain information relevant to the acceptance or rejection of the position if job offer is received																				
F - Importance	6	5	6	6	6	6	6	6	6	6	6	6	6	5	6	6	6	7	6	6
F - Frequency	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
F - Likelihood	3	4	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	5	3	3
M - Importance	6	5	6	6	6	6	6	6	6	6	5	6	6	6	6	6	6	6	6	6
M - Frequency	3	4	3	3	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3
M - Likelihood	3	3	4	4	2	3	3	2	3	3	3	3	3	3	3	3	3	4	3	3
49. Maintain an awareness of interviewer criteria used to evaluate potential employees																				
F - Importance	6	6	6	6	6	6	6	6	6	6	6	6	6	5	6	6	6	7	6	6
F - Frequency	3	3	2	3	2	3	2	3	3	2	3	2	3	2	3	3	3	2	3	3
F - Likelihood	3	3	4	3	2	3	3	2	4	3	3	3	3	2	3	3	3	4	3	3
M - Importance	6	6	6	6	5	6	6	7	6	7	6	6	6	6	6	6	6	6	6	6
M - Frequency	3	3	2	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3
M - Likelihood	3	2	4	4	1	3	2	2	3	2	2	3	3	2	3	3	3	4	3	3
50. Evaluate ability to meet job requirements																				
F - Importance	6	7	6	6	6	6	7	6	6	6	6	6	6	6	6	7	6	6	6	6
F - Frequency	3	4	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2
F - Likelihood	4	4	4	4	3	3	3	3	4	4	2	3	4	3	3	4	4	3	3	4
M - Importance	6	7	6	6	6	7	6	7	6	6	6	6	6	6	6	7	6	6	6	7
M - Frequency	3	4	3	3	2	3	2	3	4	3	4	2	3	3	3	3	3	4	3	3
M - Likelihood	4	3	4	4	2	3	2	3	2	3	2	2	4	3	3	4	4	3	3	4

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
51. Evaluate the opportunities which the job provides to meet long term vocational objectives																				
F - Importance	6	6	6	6	6	6	6	6	6	5	6	6	6	6	6	6	6	7	6	6
F - Frequency	2	3	2	2	2	2	2	3	3	2	3	2	3	2	3	3	2	2	2	2
F - Likelihood	3	3	4	3	3	4	3	3	4	3	1	2	3	3	3	3	3	3	3	3
M - Importance	6	7	6	6	6	6	6	7	6	6	6	6	6	6	6	6	6	7	6	6
M - Frequency	3	3	2	3	2	3	2	3	3	3	4	2	3	2	4	3	3	4	3	3
M - Likelihood	3	3	4	3	2	4	2	2	3	4	2	3	4	3	3	3	4	3	3	3
52. Maintain an awareness of established work standards while performing assigned job tasks																				
F - Importance	6	6	7	6	6	6	6	6	6	6	6	6	6	7	6	6	6	7	6	6
F - Frequency	3	4	3	3	3	3	3	4	4	3	3	3	4	3	4	3	3	3	3	4
F - Likelihood	4	4	4	4	4	4	4	3	5	3	4	4	4	3	4	4	4	4	4	4
M - Importance	6	6	7	7	6	6	7	6	6	7	7	6	7	7	6	7	6	6	6	7
M - Frequency	3	5	3	3	2	3	3	4	4	3	3	3	4	3	4	3	3	3	3	4
M - Likelihood	4	4	4	4	4	4	4	3	4	3	2	4	4	4	4	4	5	4	4	4
53. Maintain an awareness of established work standards regarding attendance and punctuality																				
F - Importance	7	6	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
F - Frequency	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	1	3	3
F - Likelihood	4	5	5	4	4	4	4	3	4	3	4	4	4	3	4	4	4	5	4	4
M - Importance	7	6	7	7	7	7	7	7	7	7	6	7	7	7	7	7	7	7	7	7
M - Frequency	3	4	3	3	2	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3
M - Likelihood	4	4	4	4	4	5	3	2	4	4	3	4	4	4	4	4	5	5	4	4
54. Establish good relationships with fellow employees																				
F - Importance	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	7	6	7
F - Frequency	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4
F - Likelihood	4	3	4	5	4	4	4	4	4	4	3	4	4	4	4	4	4	5	4	4
M - Importance	6	5	7	6	7	6	6	6	6	7	6	6	6	6	6	7	6	6	6	6
M - Frequency	4	3	5	3	3	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5
M - Likelihood	4	3	4	4	4	4	4	3	4	3	3	4	4	4	4	4	4	4	4	4

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
55. Establish good relationships with supervisors																				
F - Importance	6	6	6	6	7	6	6	6	7	6	7	7	6	6	6	7	6	7	6	7
F - Frequency	4	5	3	4	3	3	4	4	4	3	3	4	4	3	4	4	4	3	4	4
F - Likelihood	4	4	4	4	3	4	4	3	4	4	2	4	4	3	4	4	4	5	4	4
M - Importance	7	5	7	6	7	6	7	6	7	7	6	7	7	6	6	7	6	6	7	7
M - Frequency	3	4	3	3	3	3	4	4	4	3	3	4	4	3	4	3	3	3	3	4
M - Likelihood	4	4	4	4	5	4	3	3	4	3	2	4	4	4	4	4	4	3	4	4
56. Maintain an awareness of employer rights while holding a job																				
F - Importance	6	5	6	5	6	6	6	6	6	5	5	6	6	6	6	6	6	5	6	6
F - Frequency	3	4	2	3	2	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3
F - Likelihood	4	4	4	4	3	4	3	3	4	2	4	4	4	3	4	4	4	4	4	4
M - Importance	6	5	6	6	5	6	6	6	6	6	4	6	6	6	6	7	6	6	6	6
M - Frequency	3	4	2	4	2	3	3	3	3	4	4	3	3	3	4	3	3	4	3	3
M - Likelihood	4	5	5	4	2	3	4	3	3	3	4	4	4	4	3	4	4	4	4	4
57. Maintain an awareness of fringe benefits employees receive as compensation for work performance																				
F - Importance	5	5	6	5	5	5	5	5	5	5	5	5	5	6	5	5	6	5	5	5
F - Frequency	3	5	3	3	3	3	2	4	4	3	4	3	3	2	4	3	3	3	3	3
F - Likelihood	4	5	4	4	3	4	3	3	5	3	4	4	4	4	4	3	4	4	4	4
M - Importance	6	6	6	6	6	6	6	6	6	5	4	6	6	6	6	6	6	6	6	6
M - Frequency	4	5	3	4	2	4	2	4	4	4	4	3	4	3	4	4	3	4	4	4
M - Likelihood	4	5	5	4	2	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4
58. Maintain an awareness of advancement opportunities																				
F - Importance	6	6	6	6	6	5	6	6	5	5	5	5	6	6	5	6	6	6	6	6
F - Frequency	3	4	2	3	3	3	3	3	4	3	3	3	3	3	4	3	3	4	3	3
F - Likelihood	4	5	4	4	3	4	3	3	4	4	5	4	4	4	4	4	4	4	4	4
M - Importance	6	6	6	6	6	6	6	6	6	5	5	6	6	6	6	6	6	7	6	6
M - Frequency	3	4	3	3	2	3	3	3	4	3	3	3	3	3	4	3	3	3	3	4
M - Likelihood	4	5	5	4	3	4	4	3	4	4	5	3	4	4	4	4	4	4	4	4
59. Maintain an awareness of employee rights regarding working conditions on the job																				
F - Importance	5	5	6	5	5	5	5	5	5	6	5	5	5	5	5	6	5	6	5	5
F - Frequency	3	3	2	3	2	3	2	3	4	2	3	2	3	3	3	3	3	4	3	3
F - Likelihood	3	4	3	3	3	3	3	3	4	2	2	3	3	3	3	3	3	4	3	3
M - Importance	6	5	6	6	5	6	5	6	6	6	5	6	6	5	6	6	6	5	6	6
M - Frequency	3	5	3	4	2	3	2	3	4	3	4	3	4	3	4	4	3	3	4	3
M - Likelihood	3	4	4	3	3	4	3	2	4	3	3	3	4	3	3	4	4	3	4	3

Behavior	Total	Manpower Administration Regions										Locale			Race			Age		
		01	02	03	04	05	06	07	08	09	10	R	U	B	W	N	B	O	M	Y
60. Maintain an awareness of union regulations pertaining to membership, dues and employment																				
F - Importance	5	5	5	5	4	4	4	4	4	3	4	4	5	5	4	5	5	4	5	4
F - Frequency	2	2	2	2	2	3	2	3	2	2	3	2	2	2	3	2	2	3	2	2
F - Likelihood	3	3	3	3	2	2	2	1	4	2	3	2	3	3	3	3	2	4	3	2
M - Importance	5	4	6	5	6	5	5	6	6	6	4	5	6	5	5	6	5	6	6	5
M - Frequency	3	5	2	3	1	4	2	3	3	4	4	2	3	3	4	3	3	3	3	3
M - Likelihood	3	3	4	3	3	3	2	2	4	4	3	3	4	3	3	4	4	3	4	3

Appendix D

REVISED LIST OF PERSONAL GOALS

.To have their children complete high school

.To have a stable and happy family

.To get rid of the stigma of being dependent on welfare

.To live in a community where their children would be safe out-of-doors

.To enable their children to have a better life than they themselves have

.To live in a home or apartment that is free of rats, roaches, and other health hazards

.To have the love of their children and family

.To have self respect

.To keep themselves and their families away from drug addiction

.To get their high school diploma or GED

.To have a skill or technical education

.To have a reputation as a good parent and a good provider

.To have a feeling of success and achievement

.To live like the average American family

.To have a home in which they would not be ashamed to live or have guests

.To keep their children from going on welfare

.To have fun and enjoy life

.To own and live in a house with a yard

.To have a home or apartment with modern conveniences

.To get a good credit rating

.To enable their children to go to college

.To have enough money to buy some of the luxuries of life, such as a new car, color TV, fur coat, etc.

.To have their parents be proud of them

.To live in a community with no discrimination at all

.To move to a better neighborhood

.To learn to control the size of their families

.To have the respect of their neighbors

.To provide good care for aged members of the family, i.e., grandparents

.To have a happy marriage

.To have their children achieve professional degrees, i.e., MD, Ph.D.

.To be able to help their friends and neighbors to attain a better life

.To have a family in which the father is the dominant and supporting figure

.To avoid government interference (real or imaginary) with their personal lives

.To graduate from college

.To take a travelling vacation with their families

.To be able to pursue their personal interests, like painting or music

.To have a job as supervisor of other people

.To find a new husband

.To have a large family with enough money for support

.To get away from the routine of housework and children

.To have political power in their neighborhood or community

.To have servants of their own

Appendix E

TERMINAL OBJECTIVES AND ENABLING REQUIREMENTS FOR WIN ORIENTATION TRAINING

1. Given limited food resources and the use of available reference material, enrollee will plan a variety of meal menus. Enrollee should be able to specify a variety of daily menus that are both nutritionally balanced and financially practicable.

   Enrollee must:
   - 1.1 Know the nutritional value of various foods.
   - 1.2 Know what foods may be alternated because they have about the same kind and amount of nutrition.
   - 1.3 Know the characteristics of a balanced meal.
   - 1.4 Know the types of cooking techniques which preserve the nutritional value of food.

2. Given access to more than one food store, a shopping list, and limited resources for making purchases, enrollee will shop comparatively for various foods. Enrollee should allocate resources so that: (a) at least the minimum necessary amounts of each food may be purchased, and (b) failures to purchase items of lowest unit cost are due solely to a personal preference for a specific brand or quantity available.

   Enrollee must:
   - 2.1 Know the types of food stores and the goods they sell.
   - 2.2 Know what kinds of units are used in measuring foods.
   - 2.3 Know how to figure the costs per unit of similar foods.
   - 2.4 Know the results of buying on impulse.

3. Given a selection of affordable clothing items from which to choose, and a number of representative job application or work-related situations, enrollee will select clothing items to wear. Selected clothing items for each situation should be: (a) compatible with the demands for durability and serviceability that are imposed by the work or work-related requirements, and (b) similar in design or style to clothing that employed counterparts wear.

   Enrollee must:
   - 3.1 Know what types of clothing are acceptable on various types of jobs.
   - 3.2 Know what items of clothing it is acceptable to match and combine.
   - 3.3 Know how to read clothing labels and tags.
   - 3.4 Know what types of care various fabrics require.
   - 3.5 Know the advantages and disadvantages of various types of undergarments.
   - 3.6 Know differences between fad and style.

3.7 Know how to inspect and judge quality of goods and construction.
3.8 Know the durability and comfort of clothing made from various common fabrics.

4. Given access to more than one clothing store, a list of clothing items to be purchased, and a limited amount of resources for making purchases, enrollee will shop comparatively for various clothing items. Enrollee should allocate various resources such that: (a) at least the minimum necessary clothing items may be purchased, and (b) failures to purchase the least expensive clothing items offering equivalent quality and ease of care are due solely to personal preference for a specific design or style available.

Enrollee must:
4.1 Know the advantages and disadvantages of shopping in specialty shops and department stores.
4.2 Know the advantages and disadvantages of buying at various types of stores and from mail-order houses.
4.3 Know locations of stores which sell clothing at acceptable prices.
4.4 Know when clothing sales are held and what is on sale.
4.5 Know the sources of and the eligibility requirements for obtaining free clothing.
4.6 Know where secondhand clothing may be purchased.

5. Given limited monetary resources with which to purchase basic sewing and cleaning materials and supplies, enrollee will maintain appearance of clothing. Maintenance of clothing's appearance is indicated by: (a) shoes routinely clean, (b) buttons, zippers and other fasteners routinely present and in working order, and (c) clothing items routinely clean and free from wrinkles or tears.

Enrollee must:
5.1 Know types of tools and materials that are available for making minor clothing repairs and alterations.
5.2 Know how to use tools and materials to make minor clothing repairs and alterations.
5.3 Know the advantages and disadvantages of various washing and cleaning products.
5.4 Know types of units used in measuring washing products.
5.5 Be able to properly use hand iron.
5.6 Be able to remove spots or stains from clothing.

6. Given availability of contraceptive materials and methods, enrollee will prevent unwanted pregnancies. Enrollee should identify a personally acceptable birth control method or combination of methods that is approved by a trained medical advisor.

Enrollee must:

6.1 Know the advantages and disadvantages of having a large family.
6.2 Know the basic processes involved in human reproduction, i.e., how pregnancy occurs.
6.3 Know what methods of contraception are medically approved.
6.4 Know how to effectively use approved methods of contraception.
6.5 Know where to obtain contraceptives.
6.6 Know where and from whom to obtain additional information.

7. Given a description of the way individual family members commonly provide for their routine physical needs, enrollee will maintain an awareness of sound health practices. Enrollee should demonstrate awareness by the following actions: (a) identifies those activities of family members that do not promote good health, (b) identifies satisfactory ways to eliminate unsound health practices, (c) recognizes symptoms of illness, and (d) recognizes existing and potential health problems that need to be brought to the attention of qualified medical specialists.

Enrollee must:

7.1 Know what types and amounts of exercise and sleep promote good health.
7.2 Know the value of routine check-ups and when to have them.
7.3 Know the advantages of having routine immunizations and keeping them up to date.
7.4 Know where to get special help for handicaps and other special health needs.
7.5 Know what symptoms (including drug abuse) may be especially dangerous to ignore.
7.6 Know how to read a thermometer.
7.7 Know how to examine children for signs of illness.
7.8 Know how to examine self for breast cancer.
7.9 Know what types of medical-dental examinations to have and when to have them.

8. Given a description of common physical home environments, enrollee will maintain an awareness of safety hazards. Enrollee should demonstrate awareness by the following: (a) identifies potential hazards that may cause injury, (b) identifies satisfactory ways to eliminate safety hazards, and (c) recognizes practicable precautions that have been taken to eliminate safety hazards.

Enrollee must:

8.1 Know what types of conditions in the home can cause accidents.
8.2 Know the possible results of hazards commonly found in the home.
8.3 Know ways to eliminate hazards commonly found in the home.
8.4 Know standards for judging safety conditions in the home.

9. Given part or full time training or employment, sufficient resources to pay for child care, and a means of transportation, enrollee will arrange to have children supervised. Enrollee should: (a) identify all sources of child care that are potentially available, (b) consider each potential source in terms of the availability, reliability and quality of services children will receive, (c) consider each potential source in terms of the costs involved in obtaining child care services, (d) set up emergency plans for child care service, (e) establish a mutual agreement on the completion of forms (Welfare, IRS, etc.), and (f) establish a mutual agreement on the amount and schedule of payments for child care service.

Enrollee must:

- 9.1 Know what types of services may be offered by different child care arrangements.
- 9.2 Know the prevailing costs of various child care services.
- 9.3 Know what types of emergency arrangements to make with the child care vendor.
- 9.4 Know what types of forms must be completed in arranging for child care.
- 9.5 Know what types of information must be supplied on application and IRS forms involving child care.
- 9.6 Know how to use any available directories of child care vendors to find those who are suitably located.

10. Given an established child care arrangement, enrollee will evaluate the quality of care and supervision children receive. Enrollee should be able to identify critical inadequacies in the following areas of responsibility: (a) amount and extent of supervision given, (b) opportunities provided for mental and physical activities including facilities, equipment, and materials, and (d) provisions for safety, health, meals, sleep, plans for emergencies, positive guidance and discipline, love and approval, acceptance, individualization, positive feelings, planned activities and play, development of language and communication skills.

Enrollee must:

- 10.1 Know the provisions to meet the child's physical and security <u>needs</u> which a child care vendor must provide.
- 10.2 Know what opportunities for physical and mental activity a child care vendor must provide.
- 10.3 Know the type of discipline and emotional security that a child care vendor must provide.
- 10.4 Know the criteria for judging the adequacy of child care services received.
- 10.5 Know the ways in which the vendor's failure to meet minimum child care standards may affect the child(ren).

11. Given a description of interactions between family members involving issues of discipline and the scheduling of work and social activities of individual members, enrollee will demonstrate an awareness of the needs and rights of family members. Enrollee will demonstrate awareness by the following actions: (a) identifies the needs of family members for which provisions are made, (b) identifies the needs of family members for which provisions are not made, and (c) identifies the rights of family members that are not being recognized by other members of the family.

Enrollee must:

- 11.1 Know the types of needs of each member of the family.
- 11.2 Know the types of problems that may develop when the emotional needs of family members are not fulfilled.
- 11.3 Know the types of problems which may develop when the intellectual needs of family members are not fulfilled.
- 11.4 Know the types of problems which may develop when the social needs of family members are not fulfilled.
- 11.5 Know the types of problems which may develop when the physical needs of family members are not fulfilled.
- 11.6 Know what types of legal rights and protections are granted to children and spouse.
- 11.7 Know the types of functions and responsibilities of parents in the family.
- 11.8 Know what types of strong feelings are normal and need to be expressed.
- 11.9 Know what types of positive and negative responses may be elicited by expressions of strong feelings.
- 11.10 Know what types of positive and negative responses may be created by changes in family routine.
- 11.11 Know the advantages and disadvantages of using various types of parental guidance and discipline.

12. Given a set number of family members whose age and work or school commitments are defined, enrollee will plan a schedule of joint family activities. Enrollee should identify financially practicable activities that provide: (a) parental time during the week to be spent individually with each family member, and (b) time during the week that all members of the family can spend together.

Enrollee must:

- 12.1 Know types of advantages gained by joint family activities.
- 12.2 Know types of experiences needed by children of various ages.
- 12.3 Know types of non-work activities which family members may benefit from doing together.
- 12.4 Know types of errors to avoid in organizing and completing the family activities schedule.
- 12.5 Know the advantages of planning with the other members of the family.

12.6 Know types of variety and flexibility to include in the family schedule.
12.7 Know how to get the schedule accepted and put to use by the whole family.

13. Given a listing of common household chores and a set number of family members whose age and work or school commitments are defined, enrollee will plan a schedule of household chores. Enrollee should allocate chores to individual family members such that: (a) individual members are not assigned responsibilities beyond that which their age warrants, (b) individual members are not assigned chore duties that conflict with work or school commitments, and (c) chore assignments are rotated when family size and age make such rotation feasible.

Enrollee must:
13.1 Know the types of chores must be done to maintain smooth operation of the household.
13.2 Know the types of chores that are usually expected of children of various ages.
13.3 Know what types of chores may be dangerous for children of various ages.
13.4 Know what types of chores are done best by two or more persons together.
13.5 Know the advantages of using a family-chore work schedule.
13.6 Know types of mistakes to avoid in organizing and completing the schedule.
13.7 Know types of mistakes to avoid while putting the work schedule to use.
13.8 Know types of variety and flexibility to include in the schedule.
13.9 Know how to get the schedule accepted and put to use by the whole family.

14. Given a specific amount of income for a fixed period of time, enrollee will plan a budget of household and personal expenses for self and family members. The budget plan should include all of the following: (a) convenient method for classifying fixed, variable, and future expenses, (b) a realistic allocation of expenses among budget categories, and (c) a spending plan adjustable to changing circumstances.

Enrollee must:
14.1 Know one personal benefit of a planned budget.
14.2 Know the types of fixed and variable expenses used in setting up a budget.
14.3 Know what types of major expenses a budget must include.
14.4 Know the average amounts of money that should reasonably be allocated for each kind of expense in a typical family budget.

15. With assistance from family members, enrollee will maintain a record of household and personal expenses. Record of expenses should include the date, amount, and type of purchases made over a specified time period. Expenses recorded should account for 95% of income available for that period.

Enrollee must:

- 15.1 Know the importance of recording expenses.
- 15.2 Know some consequence of not keeping a record of expenses.
- 15.3 Know one method to use in recording expenses.

16. Given a budgeted surplus of money to be set aside for future use, enrollee will set up a savings account. The account should: (a) be established with a reputable financial institution, (b) be established in an institution that is accessible to the enrollee and offers convenient banking hours, and (c) be established in an institution that does not have unreasonable restrictions on rate and size of deposits required.

Enrollee must:

- 16.1 Know one benefit of systematic savings.
- 16.2 Know the types of institutions where a savings account may be established.
- 16.3 Know the first steps in opening a savings account.
- 16.4 Know the ways in which interest on a savings account may be paid.

17. Given a legitimate need to borrow funds, the ability to repay and an acceptable credit rating, enrollee will select a source of credit from which to borrow. Selected source of credit should offer total loan charges, and a repayment schedule comparable with or lower than that offered by available alternative sources of credit.

Enrollee must:

- 17.1 Know the sources of credit available to him.
- 17.2 Know the types of loans available to him.
- 17.3 Know the criteria that are used to determine his eligibility for a loan.
- 17.4 Know one way to compare the relative costs of a loan.
- 17.5 Know what types of hidden charges may be attached to a loan.
- 17.6 Know importance of collateral.

18. Given a limited income, a below-average record of loan repayment, and the assistance of any reputable credit advisor, enrollee will arrange to establish an acceptable credit rating. Arrangements should include the following: (a) a repayment plan for existing debt that is workable for his/her current income level, (b) the identification of debt limitation and repayment ability that are within the constraints of future earnings, and (c) an outline of a program leading to the eventual acquisition of an acceptable credit rating.

Enrollee must:

18.1 Know the consequences of not having a good credit rating.
18.2 Know what standards are used to determine an individual's credit rating.
18.3 Know what to do to maintain or improve an individual's credit rating.
18.4 Know how to select a reputable credit advisor.

19. Given access to a telephone and a means of transportation, enrollee will contact needed community service agencies. Enrollee should bring to the attention of community service agency personnel all valid problems for which assistance is available.

Enrollee must:

19.1 Know how to use the telephone directory.
19.2 Know how to place a telephone call.
19.3 Know the names and addresses of community service agencies.
19.4 Know what types of problems each agency is designed to handle.
19.5 Know the requirements for obtaining help from a specific agency.

20. Given a means of transportation and limited monetary resources for recreational and cultural activity, enrollee will use community recreational and cultural facilities. Enrollee should identify, locate and use a minimum of one of the different types of facilities that are accessible.

Enrollee must:

20.1 Know what types of recreational and cultural facilities the community offers.
20.2 Know the locations of accessible recreational and cultural facilities.
20.3 Know procedures, rules, and regulations governing use of recreational and cultural facilities.
20.4 Know where to find schedules of community activities.
20.5 Know the fee for using various facilities.

21. Given a means of transportation and limited monetary resources for educational activity, enrollee will use community educational facilities. Enrollee should identify those community educational opportunities for which she(he) qualifies and from which benefit could be derived.

Enrollee must:

21.1 Know what local public and private educational facilities are available.
21.2 Know the types of courses which are available.
21.3 Know how to obtain information about costs and requirements for admission to various educational facilities.

21.4 Know how to obtain counseling regarding educational interests and goals for self and children.
21.5 Know what sources of financial aid are available for education.

22. Given limited monetary resources, enrollee will maintain an awareness of his legal rights and responsibilities. Enrollee should demonstrate awareness by the following actions: (a) recognizes violation of his legal rights, and (b) seeks legal advice when rights are violated.

Enrollee must:
22.1 Know the types of legal rights guaranteed under Federal, State and local laws.
22.2 Know the types of legal aid that are available.
22.3 Know the consequences of failure to protect legal rights.
22.4 Know the functions of courts of law.

23. Given a record of typical personal failures and successes, enrollee will maintain an awareness of self-worth. Enrollee should demonstrate awareness by the following actions: (a) recognizes the factors that may have contributed to the successes and failures, (b) recognizes capability to benefit from opportunities that exist to eliminate factors contributing to failures, and (c) does not underestimate the value of those successes achieved.

Enrollee must:
23.1 Know what types of personal contributions enrollee can make to family, employer and community.
23.2 Know the importance of personal contributions that enrollee can make to family, employer and community.
23.3 Know what types of opportunities there are to increase personal contributions to family, employer and community.
23.4 Know what types of behavior are characteristic of people whose feelings of self-worth are too low.
23.5 Know how shyness, aggressiveness, anxiousness, etc., affect the attitudes and behavior of other people with whom one associates.
23.6 Know the types of nonpersonal factors that may contribute to one's individual successes and failures.

24. Given a listing of typical personal capabilities, responsibilities, and opportunities, enrollee will maintain an awareness of ability to improve upon present circumstances. Enrollee will demonstrate awareness by the following actions: (a) does not underestimate capability to benefit from existing opportunities, and (b) expresses interest in taking advantage of opportunities to upgrade personal capabilities.

Enrollee must:
24.1 Know types of personal capabilities currently possessed.
24.2 Know what types of opportunities exist for improving personal capabilities.

24.3 Know consequences of not improving personal capabilities.
24.4 Know outcomes of improving personal capabilities.
24.5 Know what types of actions may be taken to take advantage of existing opportunities to improve personal capabilities.
24.6 Know where to obtain information pertaining to improving one's knowledge and skills.

25. Given a social or work situation, enrollee will maintain an awareness of ability to make worthwhile contributions to others. Enrollee should demonstrate his awareness by the following actions: (a) attends to the activities of others, (b) does not underestimate the value of personal views and ideas, (c) expresses ideas to others, and (d) recognizes the shortcomings of self and others.

Enrollee must:
25.1 Know basic requirements for working cooperatively and productively with other people.
25.2 Know what types of relationships with other people are feasible and normal in social and work settings.
25.3 Know ways in which to achieve cooperation in social and work settings.
25.4 Know what types of benefits and limitations result from relationships with other people in social and work settings.

26. Given sound reasons for expecting employment opportunities to be available upon completion of training, personal goals and aspirations which can be obtained through employment and a knowledge of the variety of available jobs, enrollee will desire to obtain employment. Enrollee should demonstrate desire by the following actions: (a) expresses interest in acquiring new knowledges and skills, (b) expresses interest in how new knowledges and skills may help him/her obtain and retain a job, (c) actively listens to employment oriented suggestions of peers and advisors, (d) changes behavior patterns which may prevent employment, and (e) makes plans for acquiring a specific job or type of job.

Enrollee must:
26.1 Know types of personal satisfactions, advantages and improvements which regular employment can provide.
26.2 Know types of satisfying personal experiences which former enrollees are currently enjoying at work--and as a result of employment.
26.3 Know the ways in which employment can result in the achievement of personal goals.
26.4 Know the types of practical help and guidance which are actually available.

27. Given the opportunity to participate in decisions regarding choice of vocation or type of job, enrollee will maintain an awareness of the availability, requirements and potential opportunities of jobs existing in the labor market. Awareness should be demonstrated by the following actions: (a) weights existing vocational options on potential as well as current opportunities provided, (b) recognizes the amounts of time, education, training and job experience required to qualify for a given vocation, (c) considers all vocation options that are available in the labor market regardless of the immediate benefits they offer, and (d) recognizes the barriers to advancement which are inherent in any given vocational choice.

Enrollee must:

- 27.1 Know the types of vocations currently available for his present qualifications.
- 27.2 Know the requirements for entering various occupations open to him.
- 27.3 Know what amounts of time, education, training and job experience are needed to qualify for different vocations.
- 27.4 Know what opportunities there are for advancement in his selected vocational field.
- 27.5 Know the pay levels of jobs currently available to people who have the same level of qualifications as his own.
- 27.6 Know some of the types of jobs and pay levels he would qualify for if he had additional education or training.

28. Given the opportunity to participate in decisions regarding choice of vocation or type of job, enrollee will maintain an awareness of personal strengths and weaknesses (aptitudes, interests, qualifications, and goals) in regard to employment. Awareness should be demonstrated by the following actions: (a) accepts validity of standardized test results that are obtained and interpreted by qualified personnel, (b) considers professionally trained staff appraisals of personal characteristics and vocationally significant attributes, (c) recognizes that some personal characteristics must be changed if success in a vocational choice is to be achieved, (d) recognizes his ability to meet time, education and training demands imposed by a given vocational choice, and (e) recognizes the likelihood that a given vocational choice offers to meet important personal goals.

Enrollee must:

- 28.1 Know the range of vocations and trainable potential available for him as assessed by a competent vocational guidance person.
- 28.2 Recognizes that test instruments are used to assess personal strengths and weaknesses in relation to employability.
- 28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.

28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.
28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.
28.6 Know what types of education and training are currently available.
28.7 Know the ways in which certain personal characteristics influence achieving success or failure in a given vocation.
28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.

29. Given adequate bathing facilities and limited monetary resources with which to purchase basic hygiene supplies, enrollee will clean teeth, hair, skin and nails. Enrollee's teeth, hair, skin and nails should be routinely cleaned and free from disease.

Enrollee must:

29.1 Know how to use effective methods of brushing teeth and washing hair and skin.
29.2 Know what types of products are effective for cleaning teeth and washing hair and skin.
29.3 Know what standards to use in judging how clean nails, teeth, hair and skin are to be kept.
29.4 Know normal precautions to be observed in the cleaning of teeth, mouth, hair and skin.

30. Given a social or work situation and the capability to clean teeth, hair, skin and nails, enrollee will maintain an awareness of body condition acceptable to others. Enrollee should demonstrate awareness by the following actions: (a) recognizes the barriers to employment that may result from poor taste in grooming, (b) recognizes that job requirements may place limitations on personal choice concerning grooming and hygiene, and (c) routinely keeps teeth, hair, skin and nails clean and free from offensive odor.

Enrollee must:

30.1 Know what standards people use in judging the appearance of others.
30.2 Know consequences of not meeting the standards of appearance used by others.
30.3 Know how to improve personal appearance enough to meet the standards used by employers, other employees and associates.

31. Given the needed qualifications and capabilities to enter into a permanent job role, access to a telephone, newspapers, and a means of transportation, enrollee will find potential job openings. Enrollee should identify at least one existing job opening that offers an entry level wage at or above the "legal minimum" and which is commensurate with his skills, ability, interest, etc.

Enrollee must:

- 31.1 Know the names of people, agencies, and other sources of information on job openings.
- 31.2 Know how and where to contact people, agencies, and other sources of information on job openings.
- 31.3 Know what steps need to be taken to obtain information on job openings.
- 31.4 Know the advantages and limitations of using different types of sources of job information.
- 31.5 Know how to use the classified want ad sections of the newspaper.

32. Given knowledge of the existence of a suitable job opening, access to a telephone, and a means of transportation, enrollee will make initial contact with the potential employer. Enrollee should: (a) set up an appointment with the employer for completing a job application and for an interview, (b) make all necessary preparations prior to the scheduled appointment, and (c) arrive at the appointed time.

Enrollee must:

- 32.1 Know the steps to take to arrange for initial contact with the potential employer.
- 32.2 Know how to arrange appointments for job applications and interviews.
- 32.3 Know how to conduct himself(herself) during the initial contact.
- 32.4 Know types of information to obtain while arranging for first appointment.
- 32.5 Know types of preparations to make before going to appointment.

33. Given an application form presenting standard employment questions and the use of any printed reference sources, i.e., identity cards, resume, etc., enrollee will print or write the information requested on the application form. Information provided on the application should be: (a) accurate, and (b) complete.

Enrollee must:

- 33.1 Print or write information on application forms.
- 33.2 Follow printed and verbal directions for filling out application forms.
- 33.3 Know meanings of terms and abbreviations commonly used on applications.

33.4 Know types of aids that may be taken to place of application to assist in providing requested information.
33.5 Know types of information that are required in filling out application forms.
33.6 Know outcomes of providing inaccurate or incomplete information on the application forms.

34. While filling out an application form presenting standard employment questions, enrollee will maintain an awareness of employer criteria used to evaluate an employment application. The completed application form should be: (a) readable, and (b) neat and clean.

Enrollee must:
34.1 Legibly record information on an application form.
34.2 Know precautions that need to be taken when providing information on an application form.
34.3 Know standards employers use in judging the manner and method in which applicant gives the required information.

35. Given the standardized tests that are selected, administered, and interpreted by persons trained in their use, enrollee will maintain an awareness of good test taking procedures. Awareness should be demonstrated by the following actions: (a) works as rapidly as possible on speed tests, (b) works as accurately as possible on power tests, (c) guesses where appropriate, (d) completes examples and asks questions to clarify misunderstandings, (e) limits penalizing questions or activities during the actual test session to the absolute minimum, and (f) reports any handicaps or distractions that may influence ability to take tests.

Enrollee must:
35.1 Know the consequences of not understanding test instructions.
35.2 Know how to use examples and sample questions and answers to improve test performance.
35.3 Know the types of verbal and printed instructions provided in typical test situations.
35.4 Know the types of provisions made for asking questions in various test situations.
35.5 Know the kinds of scoring procedures used to determine test results.
35.6 Know the factors that affect test results for various types of scoring procedures.

36. Given a series of multiple-choice, true-false, and/or open-end questions in a test situation, and an understanding of the test instructions, enrollee will respond to the question formats. Enrollee should:

(a) answer each question in the prescribed manner, and (b) offer answers to questions of which he is not sure if there is a favorable probability of improving test performance.

Enrollee must:

36.1 Know procedures for making the best choice among alternative answers in taking multiple-choice and true-false tests.

36.2 Know criteria used to score open-ended questions in commonly used tests.

36.3 Know difference between achievement and aptitude (speed and power) tests and how to take each.

37. Given a test situation involving the use of standardized form(s) for recording answers, enrollee will mark answers on the answer sheet. Enrollee's answers to specific questions should be marked on the standardized form(s) in the appropriate spaces provided and in a legible manner that is consistent with the scoring technique to be used.

Enrollee must:

37.1 Know precautions that must be taken when recording answers to test questions.

38. Given a job interview, an experienced, non-biased interviewer, and personal reference material, enrollee will supply information requested in an employment interview. Enrollee should: (a) give information which is directly related to the interviewer's questions, (b) give complete and full answers to interviewer's questions, (c) give information clearly, briefly and in grammatically correct statements, (d) arrange written materials for easy reference, and (e) give all information requested in a responsive and cooperative manner.

Enrollee must:

38.1 Know what types of information the interviewer may ask for in a job interview.

38.2 Know how to state facts, ideas and questions clearly during a job interview.

38.3 Know the meanings of terms and phrases that are frequently used by employment interviewers.

38.4 Know how to prepare for a job interview.

39. Given a job interview and an experienced, non-biased interviewer, enrollee will obtain information relevant to the acceptance or rejection of the position. Enrollee should: (a) ask questions and make requests for additional information in a courteous and cooperative manner, (b) ask only for information which is directly related to the problem of making a sound decision, (c) ask questions clearly and briefly, (d) ask for clarifying examples, if needed, (e) ask for

directions or referrals to other sources of information, if needed, (f) make notes for future reference, as needed, and (g) secure a clear understanding as to what will be required in the job.

Enrollee must:

39.1 Know types of information that should be obtained by the enrollee during the job interview.

39.2 Know the consequences of not finding out about job duties, shifts or schedules, working conditions, chances for promotion, etc.

39.3 Know importance of listening accurately to job interviewer.

40. Given a job interview and an experienced, non-biased interviewer, enrollee will maintain an awareness of interviewer criteria used to evaluate potential employees. Enrollee should demonstrate awareness by the following actions: (a) arrive on time or ahead of time for the appointment, (b) be prepared to be interviewed upon arrival, (c) be suitably dressed and groomed, (d) identify self to receptionist, clearly state purpose of visit and follow her directions, (e) conduct self in a cooperative and courteous manner, (f) respond honestly to interviewer's questions, (g) respond cooperatively to interviewer's instructions, (h) be realistic in discussing wages, and (i) let the interviewer take the lead in the conversation.

Enrollee must:

40.1 Know what standards the interviewer uses in judging the applicant's answers and other comments.

40.2 Know what standards interviewers use in judging the manner in which the applicant gives the required information.

40.3 Know the ways an applicant should not behave during a job interview.

40.4 Know the consequences of not behaving properly during a job interview.

40.5 Know types of conduct and personal behavior which are acceptable to interviewer.

40.6 Know the outcomes of giving false or inaccurate information during a job interview.

41. Given a specific offer of employment and a knowledge of the job requirements, enrollee will evaluate his ability to meet the job requirements. Enrollee should consider each of the following factors: (a) capability to get to and from the work location on time, (b) capability to satisfactorily perform immediate work assignments, (c) capability to acquire needed skills within the time frame provided, and (d) capability to obtain job satisfaction in the work environment.

Enrollee must:

41.1 Know how to determine the requirements for reaching the job.

41.2 Know the skills, knowledges, and other abilities he now has which he can use to perform the job successfully.

41.3 Know how to recognize potential problems that may be caused by conflicts between personal preferences and the demands of the job.

42. Given a specific offer of employment and a knowledge of the job requirements, enrollee will evaluate the opportunities which the job provides for meeting long-term vocational objectives. Enrollee should consider each of the following factors: (a) convenience of the work location, (b) suitability of the work environment, (c) immediate and future possible remuneration, and (d) amount of time, training or job experience required to advance within the company.

Enrollee must:

42.1 Know the work environment factors that will contribute to job satisfaction.

42.2 Know the types of opportunity for advancement that are provided by other existing jobs.

42.3 Recognize the effects experience gained on a job will have on his progress toward meeting personal goals.

42.4 Know how to determine the opportunities a company provides for gaining experience that will lead to advancement.

43. Given a work situation with specifically assigned job tasks, enrollee will maintain an awareness of work standards. Enrollee should demonstrate awareness by the following actions: (a) starts assigned tasks on time, (b) completes assigned tasks on time, (c) seeks information on the desired outcomes of assigned task performance, (d) implements suggestions to improve his/her quality of work, and (e) follows instructions regarding task performance.

Enrollee must:

43.1 Know what standards employers use in judging the employee's attendance and punctuality.

43.2 Know the purposes for which employers use employee time and attendance records.

43.3 Know the consequences of not meeting employer standards of attendance and punctuality.

43.4 Know what employers expect employees to do when it is necessary to be absent from the job or late to work.

43.5 Know the reasons why prompt and regular attendance is important to employers.

43.6 Know how maintaining a record of good attendance can help enrollee attain personal goals.

44. Given routine work hours and an established work location, enrollee will maintain an awareness of requirements for attendance and punctuality. Enrollee should demonstrate his awareness by the following actions: (a) arrives at work location on time, (b) leaves work location at scheduled time, (c) takes only authorized leave, (d) notifies employer of pending absence, and (e) takes only authorized lunch and work breaks.

Enrollee must:

- 44.1 Know the types of conduct and behavior employers expect of employees.
- 44.2 Know the benefits of behaving and performing as an employer expects.
- 44.3 Know what to do to increase chances that job performance will meet employer's standards.
- 44.4 Know ways to develop and maintain positive acceptance of responsiveness to employer's standards.
- 44.5 Know what types of conduct are unacceptable in a work setting.
- 44.6 Know why certain kinds of behaviors are not acceptable to employers.
- 44.7 Know the consequences of unacceptable conduct on the job.

45. Given a work situation involving one or more co-workers, enrollee will establish good working relationships. Enrollee should: (a) express an interest in the activities of co-workers, (b) implement valid suggestions from co-workers on established work procedures, (c) attempt to resolve misunderstandings involving co-worker(s), and (d) converse with co-workers when appropriate opportunities arise.

Enrollee must:

- 45.1 Know what types of help fellow employees can provide on the job.
- 45.2 Know why fellow employees may offer advice or instructions to a new employee on how to perform assigned tasks, etc.
- 45.3 Know what types of conduct are not acceptable to fellow employees.
- 45.4 Know why certain kinds of conduct are not acceptable to fellow employees.
- 45.5 Know how to avoid upsetting or alienating fellow employees.
- 45.6 Know how to establish good working relationships with fellow employees.
- 45.7 Know how to clearly express ideas and questions to fellow employees.
- 45.8 Know the advantages of understanding and accepting his new social role.

46. Given a work situation and an experienced, non-biased supervisor, enrollee will establish good working relationships. Enrollee should: (a) make a concerted effort to learn assigned job tasks, (b) implement suggestions from supervisor regarding work rules and procedures, (c) actively listen to supervisor's instructions, (d) ask questions to clarify instructions that are not understood, and (e) recognize the problems and constraints under which the supervisor must operate.

Enrollee must:

- 46.1 Know the types of duties a supervisor is responsible for performing.
- 46.2 Know why an employer considers the supervisor important.
- 46.3 Know consequences of not following the supervisor's instructions, suggestions and directions.
- 46.4 Know how to clearly express ideas and questions to the supervisor.
- 46.5 Know the reasons for criticism of her(his) work performance.
- 46.6 Know the consequences of failure to respond to constructive criticism.

47. Given a job or work situation, enrollee will maintain an awareness of employer rights. Enrollee should demonstrate awareness by the following actions: (a) follows established work rules and regulations, (b) recognizes the rights and responsibilities of the employer, and (c) considers the economic restrictions and business demands on the employers when judging employer actions.

Enrollee must:

- 47.1 Know the types of economic restrictions and business demands under which employers must operate.
- 47.2 Know the employer's legal rights in dealing with his employees.

48. Given a job or work situation for which remuneration is received, enrollee will maintain an awareness of fringe benefits received as compensation for work performance. Enrollee should demonstrate awareness by the following actions: (a) recognizes the value of hidden or fringe benefits, (b) establishes eligibility to receive those benefits for which application must be made, and (c) claims benefits that he/she is qualified to receive.

Enrollee must:

- 48.1 Know what types of fringe benefits an employer may provide for his employees.
- 48.2 Know what types of requirements an employee must meet to receive various fringe benefits.
- 48.3 Know the relative values of various fringe benefits.
- 48.4 Know the Social Security and retirement benefits for which he/she can become eligible.

49. Given a job or work situation, enrollee will maintain an awareness of advancement opportunities. Enrollee should demonstrate awareness by the following actions: (a) seeks information on existing opportunities to acquire additional work-related skills and knowledge, (b) identifies the specific requirements to be met to achieve promotion to a better paying job, and (c) works to acquire new skills and knowledge needed for more advanced positions.

Enrollee must:

- 49.1 Know what a typical employee must accomplish to be promoted to a higher position.
- 49.2 Know the usual reasons why employers establish a standard of requirements for employee promotions.
- 49.3 Know types of criteria used by employers to guide their selection of employees to be promoted.

50. Given a job or work situation, enrollee will maintain an awareness of employee rights. Enrollee should demonstrate awareness by the following actions: (a) recognizes legitimate violations of employee rights, (b) follows established and accepted procedures in filing a grievance.

Enrollee must:

- 50.1 Know types of employee's legal rights pertaining to working conditions.
- 50.2 Know what types of services union representatives are responsible for providing to employees.
- 50.3 Know what to do when a grievance arises.
- 50.4 Know how Workmen's Compensation rules apply to his job.
- 50.5 Know how unemployment insurance rules apply to his job.
- 50.6 Know how union's own safety and work rules apply to his job.
- 50.7 Know how rest and relief rules apply to his job.

51. Given a job or work situation covered under a contract between a union and the employer, enrollee will maintain an awareness of union regulations pertaining to membership, dues and employment. Enrollee should demonstrate awareness by the following actions: (a) recognizes the rights and responsibilities of the union, (b) pays union dues and other fees on time, (c) establishes eligibility to receive union benefits and services that are available, and (d) participates in union-sponsored educational programs that contribute to long range vocational objectives.

Enrollee must:

- 51.1 Know what types of benefits and responsibilities are associated with union membership.
- 51.2 Know the types of union facilities and employment services which are available to members and non-members.
- 51.3 Know the types of purposes for which unions may use their members' dues, fees and assessments.

Appendix F

SAMPLE EVALUATION INSTRUMENTS: CHECKLISTS FROM THE PRETEST AND SPECIMEN PERFORMANCE TESTS

Child Care Checklist

(To be completed by enrollee)

Please answer the questions by checking (✓) YES or NO *and* by filling in the blanks.

1. Have you talked to your Public Welfare Social Worker about your child care plans?
   _____ YES _____ NO

2. What is her/his name *and* office phone number?
   Name: _____
   Phone: _____

3. Who will be taking care of your child(ren) while you are in WIN Training?
   Name: _____

4. Where will they be cared for?
   Address: _____

5. What is the telephone number there?
   Phone: _____

6. What will it cost? $ _____ per _____
   (day, week, month)

7. Will all of your minor children be cared for by that person (or Center) at that address?
   _____ YES _____ NO

8. If "NO," where, and by whom will your other children be supervised while you are not at home?
   Where? _____
   By Whom? (name) _____
   Their Telephone No. _____

9. Have you made emergency or "back up" plans for child care in case something happens to the persons named in question #3 and #8 above?
   _____ YES _____ NO

10. If #9 was checked "YES," what are your emergency plans for child care?

Scoring the Checklist for Child Care

For question 1, enrollee checked "NO:"

_____ YES _____NO

For questions 2 through 6, enrollee left two or more spaces blank (i.e., unanswered):

_____ YES _____NO

For questions 7 and 8, enrollee *who answered "NO" to 7* left two or more spaces blank in 8:

_____ YES _____NO

For question 9, enrollee checked "NO:"

_____ YES _____NO

Decision:	4 "YES's"	=	Needs Training
	3 "YES's" and 1 "NO"	=	Needs Training
	2 "YES's" and 2 "NO's"	=	Needs Training
	1 "YES" and 3 "NO's"	=	Needs Training
	4 "NO's"	=	No Training Needed

Job Application (Application Forms) Checklist

(To be completed by interviewer)

Counselor or other WIN team member will have the client fill out an official Employment Service Job Application Form. After the form is completed [and returned by the client], answer the following questions:

1. The information entered for each question is in readable form.
   _____ YES _____ NO

2. The information is complete for every question.
   _____ YES _____ NO

3. The application is neat and clean.
   _____ YES _____ NO

4. The information pertaining to each question is accurate.
   _____ YES _____ NO

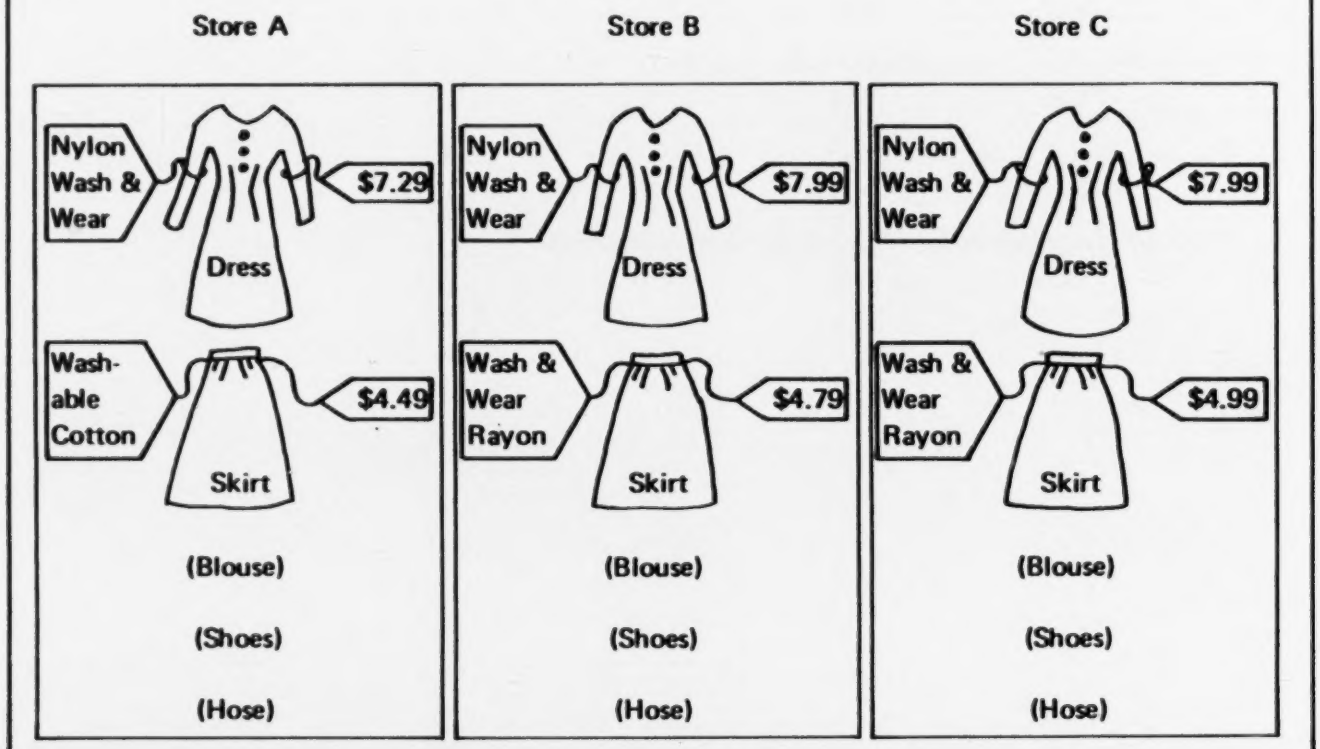
Scoring the Checklist for Job Application (Application Forms)

Since each of the four check items are of critical importance, one or more checks in a "NO" blank indicates that the trainee should have training in this area.

Decision: 1 to 4 "NO's" = Needs Training
4 "YES's" = No Training Needed

Shopping for Clothing Test*

Below are sketches of clothing sale advertisements from three stores. Each item has a price tag and a descriptive label. Use this information to "shop" comparatively for the various items that you selected to wear to a job interview. When you find each item that you would buy, draw a circle around it.



*Note to Tester: In developing the final form of this test, refer to Instructional Unit B.3 for indicators of good and poor quality in clothing. As illustrated in the two sample items above, each item of clothing should vary in *quality* (or practicality) and *price*. Differences in quality between similar items should be clear. A general rule to be followed in assigning prices and quality descriptions to a set of three apparel items: (a) make all three about the same price, with one of clearly superior quality (or practicality), or (b) make all three of similar quality (or practicality) with one clearly less expensive (at least 50 cents cheaper).

Scoring: Shopping for Clothing Test

Allow one point for each item of clothing selected which was the "best buy" of the three. "Best buy" is defined as either: (a) if items were of about the same price, choose the one of superior quality or practicality; or (b) if items were of about the same quality and practicality, choose the less expensive item.

For example, the two illustrations given would be scored as follows:

Dress . . . Store A 1 point; Store B 0 point; Store C 0 point.

Skirt . . . Store A 0 point; Store B 1 point; Store C 0 point.

Job Searching Test—Part II

DIRECTIONS TO TESTER: Prepare fictitious resource information about all jobs that were listed by trainees in Part I. Also arrange for a staff member to act as a mock employer in providing information via telephone. Then, return trainees' lists to them and, using the extension telephone approach, have each trainee make a telephone follow-up on one of the job openings on her (his) list. (This is the same general procedure as was followed in Instructional Unit K.2.)

DIRECTIONS TO TRAINEE: Select one item from your list of possible job openings and contact the employer by telephone. Be sure to get all information needed for initial screening of the job. Then, if the situation seems worthy of follow-up, arrange for an appointment to apply for the job.

Scoring: Job Searching Test—Part II

Did trainee obtain information essential for initial screening of the job opening to include general type of work, approximate wage, hours of work, location, and qualifications required?

_____ Yes _____ No

Did trainee set up an appointment with the employer for job application, and find out about personal information and documents needed for the application process? (If trainee decided *not* to follow-up further on the job opening, did she (he) have an acceptable reason?)

_____ Yes _____ No

Appendix G

INSTRUCTIONAL UNITS FOR VOCATIONAL ASSESSMENT TRAINING

MODULE I: VOCATIONAL GOALS

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
27. Given the opportunity to participate in decisions regarding choice of vocation or type of job, enrollee will maintain an awareness of the availability, requirements, and potential opportunities of jobs existing in the labor market. Awareness should be demonstrated by the following actions: (a) weights existing vocational options on potential as well as current opportunities provided, (b) recognizes the amounts of time, education, training, and job experience required to qualify for a given vocation, (c) considers all vocational options that are available in the labor market regardless of the immediate benefits they offer, and (d) recognizes the barriers to advancement that are inherent in any given vocational choice.	Enrollee must: 27.1 Know the types of vocations currently available for his (her) present qualifications. 27.2 Know the requirements for entering various occupations open to him (her). 27.3 Know what amounts of time, education, training, and job experience are needed to qualify for different vocations. 27.4 Know what opportunities there are for advancement in his (her) selected vocational field. 27.5 Know the pay levels of jobs currently available to people who have the same level of qualifications as his (her) own. 27.6 Know some of the types of jobs and pay levels he (she) would qualify for if he (she) had additional education or training.	I.1 Trainee uses self-instructional center under the guidance of a job counselor in exploring available vocational options and job information.
28. Given the opportunity to participate in decisions regarding choice of vocation or type of job, enrollee will maintain an awareness of personal strengths and weaknesses (aptitudes, interests, qualifications, and goals) in regard to employment Awareness should be demonstrated by the following actions: (a) accepts validity of standardized test results that are obtained and	Enrollee must: 28.1 Know the range of vocations and trainable potential available for him (her) as assessed by a competent vocational guidance person. 28.2 Recognizes that test instruments are used to assess personal strengths and weaknesses in relation to employability. 28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	I.2 Trainee helps generate lists of long and short term vocational goals and discusses their relative merits from the standpoint of satisfying personal goals. I.3 Trainee is assisted by the job counselor in assessing the meaning of one's aptitudes and interests in relation to available vocational and training options.

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
interpreted by qualified personnel, (b) considers professionally trained staff appraisals of personal characteristics and vocationally significant attributes, (c) recognizes that some personal characteristics must be changed if success in a vocational choice is to be achieved, (d) recognizes his ability to meet time, education, and training demands imposed by a given vocational choice, and (e) recognizes the likelihood that a given vocational choice will offer to meet important personal goals.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required. 28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required. 28.6 Know what types of education and training are currently available. 28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation. 28.8 Know what personal characteristics must be changed, and how much they must be changed, in order to advance in a given vocation.	I.4 Trainee participates in a rap session to stimulate a realistic re-examination of one's vocational goals. I.5 Trainee observes a film illustrating the effect of outward appearance on others, then generalizes this illustration to the importance of personal appearance in an employment setting. I.6 Trainee observes a film showing the firing of a late arriving worker, and discusses the related motives and events underlying the episode. I.7 Trainee observes a panel discussion among minority group members on the topic of how to minimize the negative effects of prejudice on finding employment and getting along on the job. I.8 Trainee participates in role playing and discussion involving the effects of inconsiderate behavior on job success. I.9 Trainee receives individual guidance regarding her (his) progress in demonstrating certain personal traits considered important to getting and keeping a job.

Instructional Unit: Vocational Information I.1

Goal: Trainee will explore available vocational choices along with procedures, requirements, and opportunities inherent in typical jobs within vocations.

Method: Self-instructional Center and Guidance Counseling.

Materials: Self-instructional Center with printed, microfiche, filmstrip, audio, and film loop materials dealing with locally available vocations, job requirements, typical job procedures, pay scales, advancement opportunities, and so forth.

Procedure:

1. Job counselor and Orientation Instructor jointly schedule opportunities for trainee to use Self-instructional Center, so that schedule is appropriately coordinated with other relevant counseling activities (appraisal of test results, trainee interests, etc.).
2. Explain to trainee what the Self-instructional Center is, why it should be used, and how to use it—making sure that trainee is able to use the Center to obtain the information that she (he) desires.
3. Counselor provides guidance and interpretation as needed.
4. Administer "Vocational Assessment Test" at an appropriate point after completion of units I.1 through I.8.

Notes: Scheduling the Center for individual use is important for two reasons: (a) all trainees will probably not be able to use the Center at the same time, and (b) greatest benefit will be derived from the Center if its use is coordinated with other phases of the job counseling activity.

If the recommended self-instructional media are not available, brochures and other printed materials should be provided in a "vocational library" setting.

Instructional Outline: Vocational Information I.1

Instructional Steps / Enabling Requirements	27.1 Know the types of vocations currently available for his (her) present qualifications.	27.2 Know the requirements for entering various occupations open to him (her).	27.3 Know what amounts of time, education, training, and job experience are needed to qualify for different vocations.	27.4 Know what opportunities there are for advancement in his (her) selected vocational field.	27.5 Know the pay levels of jobs currently available to people who have the same level of qualifications as his (her) own.	27.6 Know some of the types of jobs and pay levels he (she) would qualify for if he (she) had additional education or training.
1. Determine possible range of vocational options available to potential enrollee.	x	x	x	x	x	x
2. Procure appropriate materials (and possible mediating devices) to familiarize the enrollee with job requirements, job models, pay scales, and potential opportunities.	x	x	x	x	x	x
3. Schedule times when the Self-instructional Center will be available.						
4. Explain purpose and use of Center to trainees.	x	x	x	x	x	x
5. Provide individual guidance as needed.	x	x	x	x	x	x
6. Provide continual updating of materials.	x	x	x	x	x	x

Instructional Unit: Long and Short Term Goals I.2

Goal: Trainee will be able to recognize the differences between long and short term vocational goals.

Method: Discussion.

Materials: None.

Procedure:

1. Instructor explains what is meant by "long and short term vocational goals," and gives an example of each.
2. Group is asked to suggest more goals of each type that are listed on the blackboard.
3. Group discusses the relative merits of the two types of vocational goals from the standpoint of which type is most likely to satisfy personal goals.
4. Instructor reinforces, as appropriate, comments that tend to favor the advantages of long term vocational goals.

Notes: Examples of long term vocational goals include: advancement opportunities, job security, self-fulfilling work, and good fringe benefits. Examples of short term vocational goals include: immediate job availability, starting pay, convenient working hours and work location, and low entry requirements.

Instructional Outline: Long and Short Term Goals I.2

Instructional Steps	Enabling Requirements: 28.1 Know the range of vocations and trainable potential available for him (her) as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.
1. Describe meaning of long and short term goals (providing concrete examples).			x	x	x			x
2. Use group to generate a list of long and short term goals.			x	x	x			x
3. Discuss relative merits of two lists.			x	x	x			x
4. Reinforce merits of long term goals.			x	x	x			x

Instructional Unit: Aptitudes and Interests I.3

Goal: Trainee will know the importance of making tests work for her (him) in the process of evaluating available vocational and training options.

Method: Tutoring by Guidance Counselors.

Materials: Appropriate vocational guidance test scores (GATB, SAT, interest tests, vocational preference scales, etc.).

Procedure:

1. Counselor explains his role as that of providing assistance in vocational selection.
2. Counselor explains how test information is used in the vocational selection process; then interprets trainee's scores and relates them to vocational options.
3. Counselor assists trainee in exploring available avenues of employment and training, along with potential social and economic benefits.

Notes: This unit should be completed for all trainees before I.4 is undertaken.

Instructional Outline: Aptitudes and Interests I.3

Instructional Steps	Enabling Requirements					
						28.1 Know the range of vocations and trainable potential available for him as assessed by a competent vocational guidance person.
1. Acquire appropriate vocational guidance scores.		×				
2. Interpret these scores to trainee.		×	×			28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.
3. Show trainee how test scores are used by employers.		×	×	×	×	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.
4. Suggest appropriate vocational options to trainee.	×				×	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.
5. Explore consequences of selecting various options.	×				×	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.
						28.6 Know what types of education and training are currently available.
						28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.
						28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.

Instructional Unit: Goal Setting I.4

Goal: Trainee will reevaluate his (her) own vocational goals from the standpoint of their realistic qualities.

Method: Rap Session.

Materials: None.

Procedure:

1. Instructor states that all trainees have completed a vocational guidance session with the job counselor and that the counselor has reported that some of the group members have set unrealistic goals—some much too high, and others much too low.
2. Instructor asks group to discuss their reactions to the job counselor's judgments.
3. A discussion leader (preferably not the instructor) will guide the group in verbalizing their positive or negative reactions to the counselor's advice and in exploring the feelings that this experience evoked.

Notes: This session should not be conducted in the presence of the counselor.

This unit is related to Module H: Self Concept.

Instructional Outline: Goal Setting I.4

Instructional Steps / Enabling Requirements	28.1 Know the range of vocations and trainable potential available for him (her) as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.
1. State that counselor has indicated that many of their goals were not realistic.	x	x	x		x			
2. Begin rap session by exploring positive and negative reactions to counselor and to counselor's judgments.	x	x	x		x			
3. Direct group toward realistic goal setting behavior.	x	x	x		x			

Instructional Unit: Personal Appearance I.5

Goal:

Trainee will know the importance of personal appearance in enhancing employability and in furthering one's vocational goals.

Method:

Film and Discussion.

Materials:

An open-end film showing an episode in the purchasing of a used car. Two cars shown will differ in basic quality (unknown to the prospective buyer); and although neither has any *apparent* mechanical defect, the inferior one has a much better appearance.

Procedure:

1. Instructor shows film without any introductory comments.
2. Group discusses the point of the film and the criteria that most of us use in selecting a car.
3. Instructor (discussion leader) then shifts the discussion to the effects of personal appearance on getting a job and advancement opportunities.

Notes:

As an alternative to the film, an open-end tape recording could be made enacting a discussion between a personnel manager and one of his interviewers regarding the hiring of one of several applicants. The concept of personal appearance is brought into the dialogue at several points. The group then discusses who they think will get the job and why.

This unit is related to Module J: Grooming.

Instructional Outline: Personal Appearance I.5

Instructional Steps	Enabling Requirements: 28.1 Know the range of vocations and trainable potential available for him (her) as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, in order to advance in a given vocation.
1. Prepare or procure appropriate film.							x	x
2. Show the film.							x	x
3. Have group discuss the meaning of the film.							x	x
4. Shift discussion to effects of personal appearance on getting a job and on advancement opportunities.							x	x

Instructional Unit: Promptness I.6

Goal: Trainee will know the importance of promptness to success on the job.

Method: Film and Discussion.

Materials: Film depicting a work situation at the beginning of the work day. The work situation involves a five-man assembly line operation in which a product is begun by person no. 1, modified by person no. 2, further modified by person no. 3, etc. Person no. 4 is missing, so no. 5 is doing no. 4's work, plus his own. The product is beginning to pile up. The supervisor sees the delay, finds out no. 4 is late, and asks no. 3 to help no. 5 do no. 4's job. Work still piles up. The plant manager arrives to see what the trouble is, and in anger exerts pressure on the supervisor. Finally, no. 4 arrives to be greeted by a furious supervisor, is promptly fired and a replacement called for.

Procedure:

1. Instructor states that certain personal characteristics can seriously jeopardize one's success on a job, and that the film will explore one of these.
2. Show film.
3. Instructor or group leader poses the following questions for discussion: (1) Did it really matter whether or not person no. 4 was late? (2) Was the supervisor justified in getting angry? (3) Was the supervisor justified in firing no. 4? (4) In real life would many supervisors fire such a person if he could (regardless of whether the anger was justified)? (5) What could a worker do to prevent this? (6) Is promptness important on all jobs? (7) What steps should be taken when tardiness cannot be avoided?

Notes: This episode could be role-played if a film cannot be made. A weaker alternative would be for the instructor to relate the episode as a case history for discussion.

This unit is very closely related to Module P: Job Performance, and should probably be combined with P.1 if Module P is included in training.

Instructional Outline: Promptness I.6

Instructional Steps	28.1 Know the range of vocations and trainable potential available for him as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achieving success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.
Enabling Requirements								
1. Prepare or procure appropriate film.							x	x
2. State purpose of film.							x	x
3. Show film.							x	x
4. Discuss the film and the importance of promptness in many jobs.			x				x	x
5. Formulate steps to be taken to avoid tardiness, and what should be done if tardiness is unavoidable.			x				x	x

Instructional Unit: Prejudice I.7

Goal: Trainee will know how to minimize the negative effects of prejudice on successful employment.

Method: Panel Discussion.

Materials: Videotape or live presentation of a panel discussion among members of locally relevant minority group(s). Panel should be composed of members who can speak from a background of successful employment experiences and who are perceived as reasonably similar to the trainee audiences. Discussion will cover the local situation with regard to how racism currently affects job opportunity and inter-personal behavior on the job. Emphasis will be given to constructive ways of circumventing the negative aspects of prejudice.

Procedure:

1. Instructor introduces the panel and explains its purpose.
2. Present the panel discussion.
3. Group is encouraged to question the panel (if live), discuss their reactions to the subject, and formulate constructive methods of dealing with potential employment-related incidents of prejudice.

Notes: This unit can be expanded by including two group discussion plans on prejudice (minority group and sex) which are available in *Planning Models for Group Counseling,* New York State Education Dept., Albany, N.Y., Bureau of Continuing Education Curriculum Services, 1969. ERIC document ED 045 934.

Instructional Outline: Prejudice I.7

Instructional Steps	Enabling Requirements: 28.1 Know the range of vocations and trainable potential available for him as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, in order to advance in a given vocation.
1. Procure panel (film, live, or videotapes).							x	
2. State purpose of panel.							x	
3. Have panel presentation.							x	
4. Discuss constructive ways to circumvent negative aspects of prejudice with particular emphasis on job success.							x	

Instructional Unit: Inconsiderate Behavior I.8

Goal: Trainee will know how inconsiderate behaviors can affect job success.

Method: Role Playing and Discussion.

Materials: A role-playing situation simulating a work setting (e.g., a group of clerk typists) in which one or two among a group of employees continually demonstrate inconsiderate (selfish, annoying, uncooperative) behaviors. Negative reactions to these behaviors are played by fellow workers and a supervisor.

Procedure:

1. Instructor describes various common types of inconsiderate behavior, and enlists group to participate in a role-playing exercise demonstrating some of these behaviors.
2. Assigns roles and conducts role-playing exercise.
3. Group discusses the reactions they experienced or observed, and relates them to the issue of job success.

Notes: The Department of Labor manual, *Role Modeling, Role Playing,* referenced in Module H, is an excellent guide to the development and conduct of role playing.

This Unit is closely related to Module H: Self Concept, and Module R: Working Relations.

Instructional Outline: Inconsiderate Behavior I.8

Instructional Steps	Enabling Requirements: 28.1 Know the range of vocations and trainable potential available for him (her) as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.
1. Plan appropriate role play.							x	x
2. Define inconsiderate behaviors by examples; state purpose of role play.							x	x
3. Assign characters in role play, explaining exactly what is expected of them.							x	x
4. Conduct role play.							x	x
5. Discuss roles, various attitudes evoked by them, and relate these attitudes to job success.							x	x

Instructional Unit: Improving Personal Traits I.9

Goal: Trainee will know what personal traits must be changed in order to become successfully employed and to advance in a given vocation.

Method: Individual Guidance by Staff.

Materials: None.

Procedure:

1. Instructor schedules individual guidance sessions early in Orientation Training and again at the end of training. The first round of sessions should be conducted soon after completion of Instructional Units pertaining to job-relevant personal traits. (This means that these units will have to be covered early in training.)
2. In a group session immediately prior to the first round of individual guidance sessions, the instructor explains that it is hoped all have learned the importance of various personal traits such as punctuality, personal appearance, cooperation, and self-confidence, to success on the job. Furthermore, that, from now on, each of them is expected to begin exercising these traits through practical application in training. This means that they will be expected to view Orientation Training as they should a regular job—to be on time for training, be well-groomed, and participate actively and constructively in the daily sessions.
3. Instructor answers any general questions, and then states that he would like to speak briefly with each of them individually.
4. During individual guidance sessions, instructor first reaffirms what was said in the group session, reassures trainee that the only purpose is to help her (him) get and keep a job, and then appraises the trainee of her (his) present performance relative to these important personal traits. Although this appraisal will be based on only a few days of observation, every effort should be made to point out and reinforce as many instances of desirable behavior as possible (always been on time, well-groomed, etc.); obvious weaknesses should be pointed out and supported by specific examples. Positive and manageable actions should be proposed to the trainee as needed.
5. Throughout the rest of Orientation Training, the instructor will give additional individual guidance and support as needed to develop the desired personal characteristics.
6. At the end of Orientation Training, a final round of individual appraisal and guidance sessions will be held.

Notes: This unit is closely related to Module P: Job Performance, and is recommended for use in combination with P.2.

Instructional Outline: Improving Personal Traits I.9

Instructional Steps	Enabling Requirements					
						28.1 Know the range of vocations and trainable potential available for him as assessed by a competent vocational guidance person.
1. Schedule individual guidance sessions.						28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.
2. Explain in group session the importance of improving personal traits through daily application.						28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.
3. Conduct first-round individual guidance sessions.						28.4 Evaluate the social and economic effects of self and family members if prerequisite education or training is required.
4. Monitor individual improvement throughout WIN training.						28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.
5. Conduct final-round individual guidance sessions.						28.6 Know what types of education and training are currently available.
	×	×	×	×	×	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.
	×	×	×	×	×	28.8 Know what personal characteristics must be changed, and how much they must be changed, in order to advance in a given vocation.

Appendix H

EVALUATION INSTRUMENTS FOR VOCATIONAL ASSESSMENT TRAINING

VOCATIONAL ASSESSMENT -- PART I

Below are 17 statements describing characteristics of various vocations. If you were choosing between vocations, which of these characteristics would you consider to be the more important ones? Please show how important each of these is to you by numbering them in order of importance. Do it this way:

- .Read over all 17 statements and then ask yourself, "Which one would I most look for if I were choosing between two vocations?" Write the number 1 beside that statement.
- .Then look over the other 16 asking yourself, "Which is next most important to me?" Write a 2 next to that statement.
- .Continue this way until you have all of the statements numbered in order of importance to you.

Offers good security (little or no chance of being laid off).

Offers good opportunity for advancement to higher paying jobs.

Has good physical working conditions (indoors, few safety hazards, no bad odors, etc.).

There are many job openings within the vocational area.

Allows a person to use their abilities to read, write, and think.

Has good starting pay.

Has low physical demands (no heavy lifting, bending, etc.).

Allows a person to use their ability to deal with other people.

Offers additional training or education that is necessary to working in the vocation.

Offers regular and normal working hours (no night or weekend work).

Allows a person to work with their hands most of the time.

Allows a person some freedom to work at their own pace (no hard deadlines).

Requires little or no previous experience.

Allows a person to work alone most of the time (minumum supervision and contact with other people).

Has good fringe benefits (paid holidays, retirement plan, hospitalization insurance, etc.).

Has no barriers to employment or job advancement such as race, sex, age, or physical handicap.

Offers work that is meaningful and dignified.

VOCATIONAL ASSESSMENT -- PART II

A chart on pages 3 and 4 lists information for six vocations. For the purpose of this exercise suppose that these six vocations are the only ones with job openings and that you must choose one. Carefully read over all information for all six vocations, evaluate each vocation and then choose the one that you most like and are best suited for.

Space is given on the pages following the chart for you to record your choice along with some of the important facts that you considered in making the choice.

VOCATIONS

CHARACTERISTICS	Licensed Practical Nurse	Nurse Aid	Social Worker	Dental Assistant	Clerk-Typist	Bookkeeper
Typical Job Duties	Cares for personal physical needs of patients. Takes temperature, blood pressure, gives pills and shots, uses and sterilizes equipment. Records information.	Cares for personal physical needs of patients. Serves meals, makes beds, gives bath and pills. Takes temperature, uses and sterilizes equipment.	Identifies client's problems, strengths and limitations. Interviews, helps client understand problems and resources, makes referrals, secures services.	Seats and prepares patient and dental instruments. Assists dentist as directed, takes X-rays, simple lab work, sterilizes equipment. Records information.	Types reports, letters, forms. Sorts and files records. Sorts mail, answers telephone, acts as receptionist. Uses adding and postage machines.	Records amounts of money paid out and received. Inventories stock and orders, balances books, operates business machines, keeps time cards, calculates wages.
Working Hours and Days	40 hours per week, in 8 hour shifts, day and night, 7 days per week.	40 hours per week, in 8 hour shifts, day and night, 7 days per week.	37½-40 hours per week, daytime, weekdays only.	40-44 hours per week, daytime only, but some Saturday work.	37½-40 hours per week, daytime only, usually weekdays only.	40 hours per week, daytime only, usually weekdays only.
Working Conditions and Environment	Inside clinic, hospital or nursing home; odors and sights of illness and medicines.	Inside hospital or nursing home; odors and sights of illness and medicines.	Inside office with some visits to clients' homes.	Inside office; odors and sights of dental work, caution with X-ray equipment.	Inside office; confined to typing desk much of the time.	Inside office; confined to writing desk much of the time.
Typical Physical Demands of the Job	Much walking, standing, lifting, carrying, and handling.	Much walking, standing, lifting, kneeling, carrying, reaching, and handling.	Much sitting, some walking and driving.	Much standing and walking in small quarters, much reaching and handling.	Much sitting and some walking, carrying, reaching, and handling.	Much sitting, limited walking.
Types of Contacts with People	Direct contact with sick or injured, work closely with Registered Nurses, Doctors, and Clerks.	Direct contact with sick or injured, works closely with L.P.N.'s, Clerks, and Registered Nurses.	Interviews clients in office and home, answers public's questions.	Direct contact with patient's mouth, works closely with Dentist, Dental Hygienist, and Receptionist.	Answers telephone and in-person questions, makes referrals, works closely with supervisor and office staff.	Works alone much of the time, but also works with other office personnel.
Minimum Aptitude Test Requirements	At least average abilities for: (G) general learning and reasoning; (V) using and understanding words and ideas; (Q) identifying words, letters numbers and forms; and (K) accurate and rapid use of eyes, hands and fingers.	At least low-average abilities for: (G) general learning and reasoning; (V) using and understanding words and ideas; and (K) accurate and rapid use of eyes, hands and fingers.	High-average abilities for: (G) general learning and reasoning; (V) using and understanding words and ideas and (N) using and understanding arithmetic and mathematics.	Average abilities for: (G) learning and reasoning; (Q) seeing and understanding words, numbers and forms; (F) accurate and rapid use of fingers; (S) picturing space and shapes of objects.	Average abilities for: (G) learning and reasoning. High-average abilities for: (P) identifying objects and forms of different sizes and shapes; (K) using eyes, hands and fingers; (Q) identifying words, letters and numbers.	High-average abilities for: (G) learning and reasoning; (N) using and understanding arithmetic. At least average abilities for: (V) using and understanding words and ideas.
Minimum Education and Training Required	G.E.D. Certificate or 3 years of high school plus 12 months special training.	10th grade functioning plus 3-6 months special training.	4 years college, Bachelor Degree; training on the job.	High school or G.E.D. Certificate plus 10-12 months special training.	High school or G.E.D. Certificate plus 6-12 months special training.	High school or G.E.D. Certificate plus Business School or Junior College, or 1-2 years special training.

Previous Work Experience Required	None.	None.	None.	None.	None.	None.
Special Requirements for Success in the Job	Mental alertness, patience with others, understanding, emotional stability, tact, dependability and good health.	Patience with others, understanding, emotional stability tact, dependability and good health.	Mental alertness, patience with others, understanding, emotional stability, logical and objective reasoning, awareness of own feelings and attitudes, and sensitivity to clients' feelings and problems.	Enjoys working closely with people -- both patients and dentist. Friendly, tactful, outgoing personality, good health and not excessively overweight.	Accuracy, neatness, ability to concentrate in the midst of many distractions. Friendly, tactful manner, attractive personality and neat grooming.	Accuracy, neatness, ability to concentrate on details for long periods of time, good eyesight, and enjoys working with numbers independently and responsibly
Beginning Pay Level	$100-$105 per week.	$70-$75 per week.	$110-$120 per week.	$70-$80 per week.	$65-$70 per week.	$90-$110 per week.
Advancement Opportunities	Limited without additional training.	Limited without additional training.	Some with experience or additional training.	Limited without additional training.	Some with experience or additional training.	Some with experience or additional training.
Typical Fringe Benefits	4-6 paid holidays, 2 weeks paid vacation plus sick leave. Group health and accident insurance. Two 15-minute coffee breaks, 30-60-minute lunch.	4-6 paid holidays, 2 weeks paid vacation plus sick leave Group health and accident insurance. Two 15-minute coffee breaks, 30-60-minute lunch.	6-10 paid holidays, 2 weeks paid vacation, plus sick leave. Group health and accident insurance. Two 15-minute coffee breaks and 60 minutes for lunch.	4-6 paid holidays, 2 weeks paid vacation, plus sick leave. Some insurance available. Two coffee breaks between patients, lunch 30-60 minutes.	6-10 paid holidays, 2 weeks paid vacation, plus sick leave. Group health and accident insurance, retirement benefits. Two 15-minute coffee breaks and lunch 30-60 minutes.	6-10 paid holidays, 2 weeks paid vacation, sick leave. Group health and accident insurance, retirement benefits. Two 15-minute coffee breaks and lunch 30-60 minutes.
Types of On-The-Job Advancement Training Opportunities	Very few hospitals, clinics, or nursing homes offer in-service advancement training, work shops or other educational programs for L.P.N.'s.	Almost No hospitals, clinics, or nursing homes provide in-service training, work shops or other educational programs for Nurse Aids.	Public agencies, such as Public Assistance and Child Welfare provide some work shops or other in-service training programs for Social Workers. Very few private social agencies provide in-service training.	Almost no Dentists provide in-service training or other educational programs for already qualified Dental Assistants.	Very few business or private offices provide in-service advancement training for Clerk-Typists. Some public agencies offer rather limited opportunities.	In-service or on-the-job advancement training is generally not offered to Bookkeepers by their employers.
Job Openings and Chances of Lay-Off	Many openings and No seasonal lay-offs.	Some openings and No seasonal lay-offs.	Some openings and No seasonal lay-offs.	Some openings and No seasonal lay-offs.	Some openings and few, if any, seasonal lay-offs.	Some openings and No seasonal lay-offs.
Barriers Based On: Sex, Race, Age, etc.	Women preferred; open to minorities; age limits from 18 to about 50.	Women preferred; open to minorities; age limits from 18 to about 55.	Men or women; open to minorities; age limits from 18 to about 50.	Women preferred; openings for minorities may be somewhat limited; age limits from 18 to about 45.	Women preferred; open to minorities; age limits from 18 to about 55.	Men or women; open to minorities; age limits from 18 to about 50.

A. Which one of the vocations have you chosen as the best for you? _____

What do you most like about this vocation? (Please list at least two things.)

_____

_____

_____

_____

_____

_____

What strengths do you have that suit you to this vocation? (Please list at least two strengths.)

_____

_____

_____

_____

What limitations do you have that you may have to overcome in order to succeed in this vocation?

_____

_____

_____

Vocational Readiness Status (VRS)
(To be filled out by qualified staff member)

Enrollee's name _____

Age _____

Race _____

Sex _____

Number of Dependents _____

GATB Scores

Intelligence (G) _____

Form Perception (P) _____

Clerical Perception (Q) _____

Finger Dexterity (F) _____

Verbal (V) _____

Motor Coordination (K) _____

Spacial & Shape Perception(S) _____

Arithmetic (N) _____

Where does the enrollee stand now on the following factors? (Record status in the appropriate blank.)	In your judgment, what are the chances of the enrollee improving herself in this area if she were to try? Please check. Poor	Fair	Good
Education			
formal schooling (highest grade) _____	___	___	___
reading (functional grade level) _____	___	___	___
arithmetic (functional grade level) _____	___	___	___
has had other training (Yes or No) _____	___	___	___
Physical			
weight (weight problem) (Yes or No) _____	___	___	___
strength (average for sex) (Yes or No) _____	___	___	___
vision (vision problem) (Yes or No) _____	___	___	___
health (health problem) (Yes or No) _____	___	___	___
grooming (appearance) (good, fair, poor) _____	___	___	___
Social			
working with others (good, fair, poor) _____	___	___	___
taking supervision (good, fair, poor) _____	___	___	___
Personal			
mental alertness (good, fair, poor) _____	___	___	___
emotional stability (good, fair, poor) _____	___	___	___
dependability (good, fair, poor) _____	___	___	___
realistic self-image (good, fair, poor) _____	___	___	___
neat & accurate paper work (good, fair, poor) _____	___	___	___
ability to concentrate (good, fair, poor) _____	___	___	___
willingness to take responsibility (good, fair, poor) _____	___	___	___

Has enrollee been counseled (formally or informally) by the Orientation instructor, job counselor or other WIN team member as to her vocational readiness (strength and weaknesses)? Check areas where counseling has been given:

Aptitudes _____ Physical _____ Personal _____

Educational _____ Social _____

Informal Comments by Instructors Giving the Experimental Course

(A) Perhaps the most stimulating experience in my work as an orientation counselor has come through the involvement of our program in this HumRRO experiment. So many times our teaching lessens to mundane presentation of outdated material simply because we have little or no guidance concerning actual objectives and implementation of instructional principles for orientation classes. Consequently, this has led to much frustration but little change.

I believe HumRRO has risen to the occasion with precisely what is needed for orientation counselors: well-defined objectives and the method whereby these guidelines may be utilized for any group. So I say, "Hurrah for HumRRO." It has been quite a learning experience to plan and present material leading to the applicant's making a realistic vocational choice.

Several observations have been made which may be useful. First, I would say that the instructors presenting the materials must work as one unit--a team in a helping relationship. This is necessary for smooth presentation. Each instructor should understand her role as an individual as well as a team member--what to expect and what is expected. Knowledge and ability are expedient for each of the instructors since situations and questions arise which require accurate, thoughtful answers.

Second, in relation to the group itself, I found size to be a major factor. Ideally, there should be no more than seven members for each instructor though a larger group might possibly do as well. Space utilization is also a factor to be considered. It is more effective to be seated in a circle so that "formal classroom" atmosphere is diminished. The use of small groups provides a means of enhanced learning experiences. As with the instructors, group members also need to understand their roles as individuals and parts of a group.

In the actual presentation, I find the determining factor to be the establishment of immediate rapport. Without it, the teaching is less than effective. This requires knowledge, teamwork, preparation and skill in working with a group. Once communication is established the group becomes a learning entity which should be closed to anyone outside the group so that maximal learning is gained from the sixty hours in which the group is together. Through the use of seating arrangement, varied learning materials and audio-visual aids, interest--even enthusiasm is maintained.

Fourth, the material produced by HumRRO is concise, clear and complete. I found three general objectives in it--constant basic concepts, establishment of a realistic self-image through exploration of each of the goals, testing, grooming, prejudice, promptness and manners and realistic goal-setting behavior based on realistic goal choice and level of expectancy. Digressing toward this point, I found this unit to be more than adequate to assist each group member in realizing what she could plausibly expect to do based on the discussed goals. This is of utmost importance since it matters little what the woman can do if she thinks she can not achieve.

This I find to be the result of the unit--making a realistic vocational choice, increased self-awareness and understanding as well as an idea of her expectancy in any chosen vocation. It has been meaningful in all these ways

and quite a significant experience for me personally. I further believe it has been a rewarding, awakening experience for all who participated.

(B) The HumRRO experiment conducted last month, October, 1971, added a new dimension to WIN Orientation -- like moving from a square to a cube. Prior to the experiment the instruction was concentrated on testing and on meeting the home, family and personal needs of the enrollee so that, upon completion of orientation, the enrollee could concentrate on the demands of her particular training. Now we have added a new dimension -- that of choosing an appropriate vocational goal. This has proven to be a rewarding learning experience, not only for the enrollee, but for the orientation counselor as well.

As a result of the month of experimentation, I have made a number of observations upon which I would like to comment.

The size of the class has a definite relationship to the effectiveness of the instruction. Optimum size is twenty people. As the size of the class increases beyond this number or decreases below this number, the effectiveness of the lectures and discussions decreases proportionately.

A circular seating arrangement has proven most conducive to successful instruction because visual contact as well as audio-contact, increases the involvement of the participants. This seating is less formal than the standard classroom "row-behind-row" seating. Also, the circular arrangement lends itself to the formation of a closer bond of friendship and unity among the members of the class.

The instruction tends to expand the horizons of the dedicated enrollee, giving her much "food for thought" as she tackles the problem of choosing an appropriate vocational goal. The student who lacks the dedication of self-improvement tends to lose interest and recedes into quiet observation until the motivation of fellow classmates provides a stimulus and instills or reinforces waning interest.

Lastly, and possibly most importantly, as a result of the instruction and discussions, the enrollee tends to be much more open to her counselor and his conversations with her. The enrollee expects much more in terms of information, explanation, and advice from her counselor and, consequently, this places a greater burden on the counselor. At the same time, this type of openness and expectation is very rewarding because while both are expecting more of each other, the results tend to be much greater.

HUMAN RESOURCES RESEARCH ORGANIZATION

300 North Washington Street • Alexandria, Virginia 22314

President	Dr. Meredith P. Crawford
Executive Vice President	Dr. William A. McClelland
Director for Business Affairs and Treasurer	Mr. Charles W. Smith
Director for Operations	Mr. Arnold A. Heyl
Director for Program Development	Dr. Robert G. Smith, Jr.
Director for Research Design and Reporting	Dr. Eugene A. Cogan

RESEARCH DIVISIONS

HumRRO Division No. 1 (System Operations) 300 North Washington Street Alexandria, Virginia 22314	Dr. J. Daniel Lyons Director
HumRRO Division No. 2 Fort Knox, Kentucky 40121	Dr. Donald F. Haggard Director
HumRRO Division No. 3 Post Office Box 5787 Presidio of Monterey, California 93940	Dr. Howard H. McFann Director
HumRRO Division No. 4 Post Office Box 2086 Fort Benning, Georgia 31905	Dr. T.O. Jacobs Director
HumRRO Division No. 5 Post Office Box 6057 Fort Bliss, Texas 79916	Dr. Albert L. Kubala Director
HumRRO Division No. 6 (Aviation) Post Office Box 428 Fort Rucker, Alabama 36360	Dr. Wallace W. Prophet Director
HumRRO Division No. 7 (Social Science) 300 North Washington Street Alexandria, Virginia 22314	Dr. Arthur J. Hoehn Director

ERIC Clearinghouse
APR 18 1972
on Adult Education